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ABSTRACT

The Washington State Core Competencies Project is designed to implement competency-based adult education in the state's 38 adult basic education programs. A model curriculum was developed and field-tested over several years. The resulting curriculum outline of core competencies for English as a Second Language, level 3, is presented here. The competencies are statements of student outcomes, organized around a sequence of basic skills. They are more general than traditional outcome statements because they are intended for use in a wide variety of settings. Core competencies are divided into five discrete areas: listening/observing; speaking; reading; writing; and computation for daily living needs (e.g., money management, measurement). For each competency, the curriculum provides the following: a general objective; suggested individual and group activities; related structures, vocabulary, and materials or resources; evaluation methods; recommendations for expansion of skills; notes on distinctive features of related structures in languages that may be students' native tongues; prerequisite skills or knowledge; possible life skills applications; and methods of assessment of the competency. Two bibliographies are appended: an 80-item list of supplementary materials for students and a 43-item list of teacher resources for levels 2 and 3. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Washington State

CORE Competencies

Model Curriculum

English as a Second Language
Level 3

Version 1.0 - August 1990

Stacey Hagen, Editor
Garnet Templin-Imel, Chief Writer
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Introduction to the Core Competencies

The Washington State Core Competencies Project is a five-year, multi-phase project designed to implement competency-based adult education (CBAE) concepts within the state's thirty-eight Adult Basic Education programs. In 1985, Washington state ABE staff began investigating CBAE developments in other states. Although several CBAE models were available, a steering committee of practitioners recommended that the state develop its own model. This decision enabled the state to design an approach to CBEA that reflects the unique needs of the state and and at the same time, maximized the participation of teachers and administrators in the development process.

Phase I - Competency Identification

Development began in 1985 with the designation of instructional levels and subject areas to be implemented within the Adult Basic Education, English as a Second Language and GED Preparation components of all local programs. These levels formed the framework for the identification of the core competencies which are broad statements which identify student outcomes for each level and subject area. Upon implementation of the project in the fall of 1990, all local programs will be required to offer a program of instruction which incorporates the core competencies.

The key difference between the competency-based approach taken by Washington State and CBAE models in other states is that Washington competencies are **oriented to and organized around a sequence of basic academic skills** rather than life skill outcomes. The context or application of the skill is emphasized at the curricular level.

The competency identification phase took fifteen months to complete and involved a majority of the state's local instructors and administrators. Sub-committees of teachers for each level and area developed draft lists which were circulated to several hundred teachers for comment. Regional forums were held to provide an opportunity for a dialogue about the competencies with teachers and administrators. Following the forums, extensive redrafting was undertaken before the first version of the Competencies was released.

Phase II - Model Curriculum

Although some local ABE programs in the state utilize a formal curriculum for basic skills instruction, many other programs rely on the instructor to identify outcomes, methods and materials. In order to assist local programs in implementing the Core Competencies, the project steering committee decided to develop a Model Curriculum which local programs would have the option of adopting, adapting to their own curriculum or ignoring if their current curriculum adequately addressed the state competencies.

In defining the Model Curriculum, the project steering committee employed a comprehensive approach. The Core Competencies Model Curriculum includes the following components:

1. Identification of the competency
2. List of measurable student learning objectives (one to six for each competency)
3. Identification of group and individual instructional activities
4. Identification of recommended instructional materials
5. Identification of recommended evaluation processes (i.e., mastery testing).

Curriculum developed during 1988 was field tested 1989. Over half of the program sites in Washington participated in the field tests. Revisions based on the field tests were completed in the fall of 1989. Critical thinking, oral communication and interpersonal skills which were part of the original ABE Core Competencies are undergoing further development and will not be released until 1991 when they will again become a part of the ABE curriculum.

The Core Competencies Project is managed by the Adult Basic & Literacy Educators Network of Washington (ABLE-Net). Funding for the Core Competencies Project is provided by the Washington State Office of the Superintendent of Public Instruction under Section 353 of the federal Adult Education Act. The Core Competencies Model Curriculum was produced by ABLE-Net which retains the copyright for all materials after conditions of the original funding source have been met.

ESL Preface

What are the Core Competencies?

The core competencies are statements of student outcomes which are organized around a sequence of basic skills. These are also called enabling skills.

Why is that so different?

It is different because the Core Competencies are stated in far more general terms than the statements of more traditional competency-based curricula. The decision to do this reflects the student population in this state. A student learning English and working in Eastern Washington will need the same enabling skills as one living in an urban setting in Western Washington. The difference lies in the life-skill application. For example, a student living in a rural setting will have no need to read a metropolitan bus schedule, but may need to read a map of the area. The Core Competency, *"Extract basic information from clocks, schedules, calendars and maps,"* allows the teacher to select the objective and life-skill application relevant to the student. Instructional content is subsequently based on the students' real-life needs, goals and abilities. The Core Competencies standardize the Adult Basic Education programs around the state of Washington not only in ESL, but also in ABE and GED. A student should be able to learn the same enabling skills whether s/he resides in Seattle or Grandview. Assessment and placement systems will be based on the Core Competencies.

What is the Model Curriculum?

The Model Curriculum is a formal curriculum based entirely on the Core Competencies. Its development will give local programs the option of adopting, adapting it to their own curriculum, or use their curriculum in its place if it adequately addresses the state competencies. The model curriculum is extremely comprehensive. It is meant to be a "living document." The curriculum is on computer disks, and updates will be made continually as teachers work with it. Instructors are urged to expand and improve the model curriculum as it is in no way exhaustive.

How are the Core Competencies structured in the ESL Model Curriculum?

The Core Competencies are divided into five discrete areas: Listening/observing, speaking, reading, writing, and computation. Computation was included because ESL students, particularly those who have jobs, earn money, pay rent, buy cars and food, etc.

Because the Core Competencies are listed as discrete skills, do they have to be taught as separate skills?

No. Learning English should be a holistic combining of skill areas. For example, going shopping necessitates using a variety of skills: making a shopping list (writing); deciphering store signs and product labels (reading); talking to the clerk and listening to information provided (listening/observing); and checking the receipt (computation). It is suggested that the curriculum be used in this manner so that more than one objective at a time can be covered. Often in the curriculum, suggestions are given as to how one competency relates to others.

Do the Core Competencies have to be taught in the order presented?

No. They can be sequenced according to the instructional plan. It is, however, recommended that the prerequisite skills for each competency be examined thoroughly to ascertain if the student has the necessary background to begin the objective.

Do the students have to complete every activity?

No. The activities are suggested, many will have to be adapted to the students' particular needs. If, for example, the competency lists an activity with a vocational emphasis, and the students need to learn about health, then the instructor will have to change the vocabulary, etc. to address that particular area.

(continued)

ESL Preface (continued)

What about teaching grammar?

A list of related structures is included in each competency, so the instructor can teach the necessary or grammatical form, within a context. Some times a structure may seem somewhat advanced. For example, should a Level 1 student learn the present perfect? In a context, the answer is yes. Most Level 1 students can already say, "I have been in the U.S. for . . ." If they are studying vocationally-related material, they can expand this grammar to the situation as needed. "I have studied English for . . . I have worked for . . . I have sold . . ." etc. It is not necessary at this level to introduce all the applications of the present perfect, nor an exhaustive list of the accompanying forms.

What is the basic orientation of the Model Curriculum—functional/ notional, situational, or structural (grammar)?

The model curriculum is an integrated curriculum. It combines all of the above. Many of the competencies are stated in functional terms. The situations are addressed in each competency in the life-skill application section. There is always a list of related structures. The combining of these three areas promotes fluency and communicative competency in a manner that meets the needs of the students.

How will the use of the Core Competencies or the adoption or the Model Curriculum affect my teaching?

If you are a trained ESL teacher, you will recognize many of these objectives are already what you have been teaching. You will also note ESL methodologies are incorporated in the curriculum in the activities section. That section is followed by a list of suggested ESL texts and materials.

If you have received little or no ESL training, the Model Curriculum offers detailed activities which can be directly used in the classroom. You are encouraged to explore the student texts listed and the teacher resources to understand the philosophy supporting the methodologies. Formal training programs are very beneficial in gaining expertise in teaching ESL.

Using your Core Competencies or the Model Curriculum, however, may change your daily lesson planning process. Because the Core Competencies are enabling skills, you will be able to focus on which skills a student needs to complete a task in any given topic area

For example, a typical situational competency might be "The student will be able to state basic food needs." The corresponding competency would be, "The student will be able to use appropriate verbal and nonverbal behavior to express immediate needs." Stated in this more general language, the teacher can address not only shopping topics, but any other area the student needs to be familiar with. The competency is meant to be used across a broad spectrum of topics. This freedom allows teachers and students together to choose relevant instructional content. There are some students who need a vocational emphasis while others are elderly or homebound and could benefit most from survival skills.

Can the Model Curriculum be used in multi-level classrooms?

Yes. The Model Curriculum was designed for and field tested in multi-level classrooms, and can be effectively grouped across levels.

What about assessment?

Suggestions for evaluation of individual objectives and competencies are included in each section. However, institutional assessments for placement or completion of the program are not addressed in the curriculum.

OVERVIEW

COMPETENCY

L/O 1.0 Process information from a variety of oral sources (e.g., instructions, announcements, short reports, pre-recorded phone messages, etc.).

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of basic vocabulary for emergency, health, school, employment, time; orientation to maps; ordinal numbers; words indicating sequence

OBJECTIVES

The student will

L/O 1.1 Follow instructions given orally.

L/O 1.2 Recognize significant information in oral announcements and reports.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow a doctor's orders when given orally.
2. Use information regarding weather, road reports, burning bans, etc. from pre-recorded phone messages.
3. Identify time, date, place and other significant information from various oral announcements.
4. Identify the main idea and significant details from a classmate's report on an event or person in American history in a citizenship class.
5. Perform given duties for field boss or other supervisory personnel.

COMPETENCY ASSESSMENT

1. The student is given an information sheet and number to call for a pre-recorded message. The student listens to the message and fills out the information sheet with 80% accuracy
2. In a role-play situation (VESL, survival, citizenship, etc.), the student is given oral instructions to follow. The student identifies the significant information orally and then completes the task with 80% accuracy.

COMPETENCY

L/O 1.0 Process information from a variety of oral sources (e.g., instructions, announcements, short reports, pre-recorded phone messages, etc.).

OBJECTIVE

L/O 1.1 Follow instructions given orally.

INDIVIDUAL ACTIVITIES

Do the group activities with the individual student.

GROUP ACTIVITIES

History Map:

1. Pass out photocopied U.S. maps, and colored pens and pencils.
2. Use historical information that the students are familiar with.

Give instructions such as:

a. Color the first thirteen colonies red. They are New York, Rhode Island, etc.
b. Draw the outline of the Confederacy in gray. The Confederate States were Mississippi, Alabama, etc.
c. Draw the Oregon Trail. It began at Independence, Mo. and went to Laramie, Wyo.,to Boise, Idaho to Astoria, Oreg.
d. Color the Oregon Territory green. The Oregon Territory included Washington, Oregon, Idaho, part of Montana and Wyoming.
e. Color the 50th state yellow. It was Hawaii. It was the last state.
f. Draw a star by the ten largest U.S. cities: New York City, Los Angeles, Chicago, etc.

3. Continue in this way using new historical information the students have received. You may want to pass out new maps from time to time.
4. Locating industries and agricultural products, each state's electoral votes, and any other information that can be displayed geographically are related activities.

Give the students step-by-step instructions on how to complete a task. Have them work in groups. It can be something simple like inserting a cassette in a tape recorder. Observe them carefully to make sure they are following the exact instructions.

Divide the class into pairs and divide the pairs into two groups: A and B. Have each pair work out instructions on how to do something and then explain it to the other pair. Then have them change roles. (Topic suggestions: something used on the job, how to go from one place to another, an electric gadget, something connected to a hobby or special interest, etc.)

OBJECTIVE

L/O 1.1 Follow instructions given orally *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
present and past tense passive voice expletives commands participle forms gerunds	First of all, next, the first thing is . . ., the next thing is. . ., after that you. . ., don't forget to. . ., be sure to . . ., before you. . ., make sure you . . . Do you understand? Is it clear? Okay? Have you got it?	*Stepping Out* *Federal Textbook on Citizenship* *Questions and Answers on American Citizenship* *Listening by Doing* *Functions of American English, book and tape* *Fast Forward* *Get Ready* *This is a Recording* *Intermediate Listening Comprehension* *Listening Strategies* *Expressways* U.S. map colored pencils and pens

EVALUATION OF OBJECTIVE

In a role-play situation, the student is given instructions orally on how to do something. The student follows the instructions with 80% accuracy.

SKILLS EXPANSION

"Let's Go On Vacation": Pass out maps of the Northwest and have a student or groups of students plan a week-long trip with routes, destination, points of interest, etc. Let them make a written or oral presentation to the class.

"Find Your Friends": Pass out copies of Washington State maps, and have students locate where their friends live. Discuss how long it would take to travel to visit one of them, what they know about their friend's town, what they might want to see if they visited there, etc.

CULTURAL ORIENTATION

Mexican students may have a different interpretation of U.S. expansion in the Southwest, since U.S. territorial gains were Mexico's loss.

COMPETENCY

L/O 1.0 Process information from a variety of oral sources (e.g., instructions, announcements, short reports, pre-recorded phone messages, etc.).

OBJECTIVE

L/O 1.2 Recognize significant information in oral announcements and reports.

INDIVIDUAL ACTIVITIES

Using a book like *Listening Transitions* or *Listening Contours*, the student listens to the tape and completes the activities in the workbook.

GROUP ACTIVITIES

Tape a pre-recorded message from the telephone. Play it for the class and have them identify the significant elements.
What is the message about?
Who is interested in such a message?
Why is the message important?
What is (are) the important point(s) in the message?
Are there any instructions to follow? If so, what are they?
(You can tape the message by getting a "bug" from a radio or electronics supply store.) You can tape such information as bus company routes, airline rates, schedules and ground transportation information, movie theater times and ticket prices, location and hours for a store, weather updates, burning ban reports, highway information, INS information, etc.

Using a commercially prepared tape, play it for the class. Start by asking general questions, such as the number and sex of the speakers, what they are talking about, how they feel about the subject, and finally some of the details. Next, pick out some of the more difficult words and phrases to discuss. When the students are fairly sure about the content of the tape, do a cloze procedure with the entire class.

Tape items from a radio newscast or show. Follow the same steps as listed above for the commercially prepared tape. This can also be done by videotaping commercials, news reports or broadcasts of general interest.

Have students give oral reports on subject matter they are interested in. The students in the audience identify the key points of the report.

OBJECTIVE

L/O 1.2 Recognize significant information in oral announcements and reports *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses active and passive voices adjective and adverb clauses gerunds infinitives conjunctions	topic, subject, structure, interview, the main point, details, purpose, the key (main) idea, important, order, sequence transition words: next, after, first, second, meanwhile, etc.	*Communication Starters* (pp. 19-24, suggestions for use of tapes) *Sound Advice* *Listening Transitions* *Listening Contours* *Functions of American English* *Listening by Doing* pre-recorded messages

EVALUATION OF OBJECTIVE

The student is given a worksheet that accompanies a tape recording. The worksheet asks questions which focus the student's attention on the important facts. The student listens to the tape recording (more than once, if necessary) and answers the questions on the worksheet with 80% accuracy.

OVERVIEW

COMPETENCY

L/O 2.0 Determine topic from a conversation between native speakers.

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with frequent reductions in American speech (e.g., "gonna", "wanna", etc.); stress intonation, and rhythm; knowledge of basic vocabulary in common topics (family, housing, work, citizenship, etc.)

OBJECTIVE

The student will

L/O 2.1 Identify the main topic(s) from a conversation between native speakers.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Gain information indirectly about a variety of topics: an inexpensive mechanic, high quality products, (e.g., a reliable vacuum cleaner), which store is having a sale, etc.
2. Extract information from TV and radio sources.

COMPETENCY ASSESSMENT

1. The student listens to a tape recorded conversation between two native speakers. The student correctly identifies the topic(s) of conversation with 80% accuracy.
2. The instructor enters into a conversation with another native speaker of English. The student identifies the topic(s) of conversation with 80% accuracy.

COMPETENCY

L/O 2.0 Determine topic from a conversation between native speakers.

OBJECTIVE

L/O 2.1 Identify the main topic(s) from a conversation between native speakers.

INDIVIDUAL ACTIVITIES

Prepare tape recordings of conversations between native speakers or use commercially prepared tapes. Have the student listen to the tapes and identify the main topic(s) of conversation. A book such as *Listening In and Speaking Out* (Intermediate Level) has both a workbook and tape.

GROUP ACTIVITIES

Do the individual activity with the entire group. If tapes are made of live conversations, be sure to get the speakers' permission before recording.

Viewpoints:

1. After studying the reasons for the U.S.'s entry into various wars, prepare a dialogue in which there is no explicit mention of the war, but the reasons for entry are argued.
   A. It was to end slavery.
   B. No, it was to end cheap labor in the South.
   A. That's impossible. The slaves worked for almost nothing after the war as share-croppers.
   B. If it was to stop slavery, why did indentured servitude continue after the war?
   A. That's not the same thing.
2. Tape record or video tape the conversation with two native speakers, or invite them to come to class and read the parts.
3. After listening, students write the name of the war that is being discussed. (The Civil War)
4. Similar activities can be designed for famous presidents, famous legislation or speeches: Monroe Doctrine, Marshall Plan, Manifest Destiny, Emancipation Proclamation, "I Have a Dream", The New Deal, etc.

An easier activity is to have two native speakers discuss what a particular city, state or region is famous for. Again, the students guess the subject.

OBJECTIVE

L/O 2.1 Identify the main topic(s) from a conversation between native speakers.(Tue, Aug 7, 1990).

GROUP ACTIVITIES *(continued)*.

Community Services Variation: Prepare dialogues that call for the students to guess which service provider could help with a particular need.

A: I'm sad all the time.
B: Everyone gets sad sometimes.
A: But I think about dying a lot.
B: I worry about dying, too.
A: I don't worry; I want to die. I'm afraid to be alone.
(Community Mental Health)
A: I have so many bills.
B: Don't worry. They just help the mail person learn your name.
A: But if I don't get some more money this week, they said they would take my car back.
B: Borrow some money on your credit card and pay your bills.
A: I promised my wife that I wouldn't use credit cards anymore. I owe about $8,000 on my credit cards.
B: You're in trouble.
(Consumer credit counselor)

In a book such as *Sound Advice,* sections on inferring from a conversation are given. Play the tape for students and have them make inferences from the dialogue.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses adverb, noun and adjective clauses subject/object pronouns gerunds/participles two-word verbs modals: should, could, would, must, have to, might, may	citizenship topic vocabulary, e.g., indentured servitude, slavery, share-cropper, labor, etc. other vocabulary words as related to each topic	*Listening In/Speaking Out*, book and tape *Sound Advice*, book and tape *Functions of American English*, book and tape *Listening by Doing* tapes of dialogues between native speakers

OBJECTIVE

L/O 2.1 Identify the main topic(s) from a conversation between native speakers.(continued).

EVALUATION OF OBJECTIVE

The student listens to a taped conversation between two native speakers and identifies the topic(s) of conversation with 80% accuracy.

SKILLS EXPANSION

All Skills Clues: Student groups prepare clues to U.S. history, government or community service topics. They write two or three clues about an item on a piece of paper, fold it and put it in a hat. Each group should make as many sets of clues as possible. When there are 10-15 clues sets in the hat, one student picks a paper and reads it to the class. Students turns as reader. History: It said that the Americans were closed to colonization by Europe. It is named after the fifth President. It was written in 1823. (Monroe Doctrine) Community Services: It will catch dangerous animals. It tries to find homes for animals. (Animal Control: Humane Society)

CULTURAL ORIENTATION

Churches and religious organizations in some countries have the sole responsibility for providing the services that are offered here by a coalition of governmental and nonprofit organizations. The specialization that exists in the U.S. (i.e., programs that focus on one set of problems or one group of clients) is not a universal approach.

OVERVIEW

COMPETENCY

L/O 3.0 Understand patterns of reduced speech and linked words.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to understand basic conversations between native speakers on familiar topics

OBJECTIVES

The student will

L/O 3.1 Identify patterns of reduced speech and linked words (e.g., oughta, hafta).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify reduced speech and linked words in the marketplace.
2. Identify reduced speech and linked words used by community service providers.
3. Identify reduced speech and linked words in news broadcasts on the radio and television.

COMPETENCY ASSESSMENT

1. The student is given a worksheet with sentences on it as well as a dialogue with blank spaces for the omitted words. The instructor reads the sentences and the student marks the places where words are linked. The instructor reads the dialogue and the student writes the missing words. This is completed with 80% accuracy.
2. The student is given a tape of a dialogue between native speakers. The student has a worksheet with the dialogue on it. S/he indicates where words are linked and circles reduced words with 80% accuracy.

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COMPETENCY

L/O 3.0 Understand patterns of reduced speech and linked words.

OBJECTIVE

L/O 3.1 Identify patterns of reduced speech and linked words (e.g., oughta, hafta).

INDIVIDUAL ACTIVITIES

Do the group activities with the individual student.

GROUP ACTIVITIES

Books such as, *Sound Advice*, *Listening in the Real World*, *Whaddaya Say* focus on specific reduced forms and linked words. This is very difficult for the students, so choose carefully and target only very specific areas.

Play tapes with dialogues that have reduced forms and linked words. Have the students complete cloze procedures of the dialogues.

Have students analyze small sections from famous speeches on tape (e.g., Martin Luther King, "I Have a Dream", John F. Kennedy, etc.) or dialogues from movies or videotapes where linking and reduced speech occurs.

Read aloud dialogues with reduced forms. Give students a multiple choice comprehension check. This can be done orally with the items also spoken in reduced form.

OBJECTIVE

L/O 3.1 Identify patterns of reduced speech and linked words (e.g., oughta, hafta) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses modals imperatives, affirmative and negative conjunctions articles adjectives adverbs clauses pronouns, subject and object	t + y (don't you = don-cha), d + y (would you = wu-ja), s + y (miss your = mi-shur), z + y (how's your = how-zhur) What are you up to?(whachya) What did you expect? (whaja) Linking of similar consonant sounds--t/d (what day = wha-day), t/m (let me = le-me), t/t (about that = abou-that), t/w (it was = i-was) Past tense endings of t and d are frequently linked sounds. For example, I walked downtown. Words which drop sounds and add a glottal stop: waiting (wai'n) Renton (Ren'n), mountain (moun'n), etc. idioms relating to topics (VESL, citizenship, community service, survival, etc.) introduced in class link, sound, drop, quick, slow, pronounce	*Sound Advice*, book and tape *Listening in the Real World*, book and tape *Whaddya Say*, book and tape *Federal Textbook on Citizenship* *Questions and Answers on American Citizenship* *Listening Tasks* *Developing Communicative Competence*

EVALUATION OF OBJECTIVE

The student takes a dictation in which linked words and reduced forms occur. The student marks the place where the words are linked after s/he finishes writing the dictation. This is done with 80% accuracy.

SKILLS EXPANSION

Who said it? (This game is similar to the commercial game "Out of Context.") A student says a quotation and the others try to guess who said it. The one who guesses correctly presents another quotation to the class. This works well with citizenship materials.

OVERVIEW

COMPETENCY

L/O 4.0 Understand common idioms and two-word verbs.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the informal usage of idioms and slang in American speech; understand the difference between rude and acceptable informal language.

OBJECTIVE

The student will

L/O 4.1 Identify the meaning of frequently-used idioms and two-word verbs.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Respond appropriately to idioms and two-word verbs in the comments and directions of an instructor, supervisor, INS worker, etc.
2. Respond appropriately to idioms and two-word verbs used by sales clerks, health care professionals, salesmen, etc.
3. Respond appropriately to idioms and two-word verbs used by emergency personnel.

COMPETENCY ASSESSMENT

1. The student is given a dialogue with idioms and two-word verbs in it. The student hears only one part of the dialogue and gives any appropriate response. This is done with 80% accuracy. (The student should respond to idioms and two-word verbs in the dialogue.) For example:
   A: George, how are you doing?
   B:
   A: Not so good. The company payroll goofed on my check and now I'm broke.
   B:
   A: Yuh, it is. I'd like to take it up with my supervisor, but he's out of town for a week.
   B:
2. The student is given a list of meanings for idioms and two-word verbs. The instructor dictates the idioms and two-word verbs while the student chooses the correct meaning for each one with 80% accuracy.

COMPETENCY

L/O 4.0 Understand common idioms and two-word verbs.

OBJECTIVE

L/O 4.1 Identify the meaning of frequently-used idiom's and two-word verbs.

INDIVIDUAL ACTIVITIES

Tape record sentences containing two-word verbs and idioms that the student might encounter in his/her citizenship class, in a community service office, etc. Prepare a worksheet that offers multiple choice on matching the idiom or two-word verb to a synonym.

GROUP ACTIVITIES

Idioms in Citizenship:

1. Use citizenship materials to make sentences that use idioms and two-word verbs.
2. Find synonyms for the idioms and write them on cards. Make sure students are familiar with the idioms.
3. Give each student one of the cards. (Do 10-15 sentences per week).
4. Have the students listen while you say all the sentences once.
5. Then say the sentences again. This time the student who thinks he has the synonym for the idiom or two-word verb holds up (raises) his card.

Example:

The U.S. got into World War II on Dec. 8, 1941.
(entered)
The United Nations was set up in 1945.
(established; began)
Germany gave up on May 7, 1945.
(surrendered)
Alan Shepard, Jr., the first American in space, lifted off in a rocket in 1961.
(was launched)
The U.S. called off the war in Vietnam in 1973.
(stopped; ended)
Americans tend to root for the underdog.
(cheer for) (the probable loser)

OBJECTIVE

L/O 4.1 Identify the meaning of frequently-used idiom's and two-word verbs.*(continued)*.

GROUP ACTIVITIES *(continued)*

Do a similar activity with two-word verbs. Choose topic areas the students need to study. For the community services area:

I'm going to take you off the program.
(disqualify)
Why do you think you're feeling down?
(depressed)
The purpose of this program is to help you pull yourself up by the bootstraps.
(become independent)
We'll help you get clean and stay clean.
(quit using drugs)
These are all hand-me-downs.
(used items: clothes, furniture, etc.)

Make stories or dialogues with useful idioms, but always group the idioms into a context or a topic area. (Possible topic areas are medical, dental, health, business, office, agriculture, shops and tools, law, police, government, shopping weather, time, etc.). Tell the story or read the dialogue with a partner. Have the students listen. Tell the story again, and have the students identify the idioms or two-word verbs introduced. Finally, allow the students to guess at the meaning of the idioms or two-word verbs as they appeared in that context. As a follow-up, let the students write the idioms/two-word verbs and the meanings. Give them a copy of the story or dialogue.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses prepositions modals adverb, adjective, and noun clauses gerunds infinitives	various two-word verbs and idioms taken from vocabulary items the student is studying slang, informal speech, meaning, definition, synonym, polite street talk, language, formal	*ESL Miscellany* (topic lists with accompanying appropriate idioms) *Essential Idioms* (This book also has two-word verbs.) *Understanding and Using: English Grammar* (at the end of the chapters the author lists useful two-word verbs) *Building Competency in Two/Three Word Verbs* *Moving Ahead with Idioms* *Coping in English* *Catching on to American Idioms* *The United States: Its Past, Purpose and Promise* *Federal Textbook on Citizenship* *Questions and Answers on American Citizenship*

OBJECTIVE

L/O 4.1 Identify the meaning of frequently-used idioms and two-word verbs.*(continued)*.

EVALUATION OF OBJECTIVE

The student is given idioms and two-word verbs in the context of a dialogue or story. The student listens to the selection, identifies the idioms and two-word verbs, and then matches the idioms and two-word verbs to synonyms listed on a worksheet. This is done with 80% accuracy.

SKILLS EXPANSION

Idiom Circle: The students sit in a circle and each one must say a sentence that correctly uses an idiom or two-word verb, or they have to leave the circle.

Idiom Hunt: Put the students into groups and tell them to collect idioms that they hear or see around town during a week. Each group presents a list of their idioms and where they saw or heard them being used. They needn't go out as a group to find the idioms.

CULTURAL ORIENTATION

The more a student is able to use idioms and two-word verbs, the more s/he will be perceived as "being American". Idioms and two-word verbs make our conversation more colorful and generally more communicative.

OVERVIEW

COMPETENCY

L/O 5.0 Recognize nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

PREREQUISITE SKILLS/KNOWLEDGE

Understand that body movements and gestures give messages.

OBJECTIVES

The student will

L/O 5.1 Identify the message given by nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Recognize nonverbal cues given by co-workers or employers.
2. Recognize nonverbal cues given by an interviewer for a job, citizenship, etc.
3. Recognize nonverbal cues given by clerks, teachers, nurses, etc.

COMPETENCY ASSESSMENT

1. The student is shown a videotape of an interview. The student cannot hear the sound. The student identifies what the body language, gestures, facial expressions, and eye contact indicate with 80% accuracy.
2. The student watches a role-play between two other students or the instructor and some other students. The role-play should contain nonverbal cues that have been studied. The student identifies the nonverbal cues and indicates what they mean with 80% accuracy.

COMPETENCY

L/O 5.0 Recognize nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

OBJECTIVE

L/O 5.1 Identify the message given by nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.).

INDIVIDUAL ACTIVITIES

Have the student keep a diary in which s/he enters descriptions in the first language about observations of native speakers' nonverbal cues. Good locations are children's playgrounds, parks, bus stops, coffee shops, buses, waiting rooms, busy sidewalks, etc. Have the student demonstrate what was observed. Elicit what was determined about eye contact and conversational pauses.

GROUP ACTIVITIES

The Soaps:

1. Videotape several hours of the soap operas, and edit the tape to 30 or 45 second vignettes that best illustrate the objectives, but don't do this for more than 10-15 minutes in a single class.
2. Show the tape to the class with the sound off. Stop after each vignette.
3. Have them observe body language, gestures, and facial expressions to determine a character's attitude, feelings, and motives, and to predict what s/he might be saying. Have them time eye-contact.
4. Turn the sound on and tell them to determine why a person breaks eye contact. Embarrassed? Lying? Losing control of emotions?
5. Tell the students to observe how long the conversational pauses last and how the actors respond to pauses.
6. You'll need to replay the vignettes several times.
7. Avoid the steamy scenes.

Actor/Actress:

1. Invite Americans, especially those with a theater background, into the classroom to share their expressions and other nonverbal cues. (Mimes sometimes so exaggerate their expressions that they may not be useful to the students.)
2. Have the students demonstrate facial expressions, and let the visitor guess what they are trying to communicate.
3. Try to get two Americans to come on the same day, so the class can observe their interaction in a skit, or in unrehearsed conversation.
4. Make sure the class gets to observe both men and women because there are gender differences in nonverbal cues (just as there is in verbal communication).

OBJECTIVE

L/O 5.1 Identify the message given by nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.) *(continued)*.

GROUP ACTIVITIES *(continued)*

Clip and mount pictures that have clear expressions or body language. Show them to the students and have them guess what the expression or body language communicates.

Give the students cards with emotions listed on them. Have each student use a nonverbal cue to communicate the emotion. Ask the other students to guess what the nonverbal message is.

Have the students conduct a nonverbal interview with each other. Allow them to act and draw, but not speak. Pair them up and give them 10-15 minutes to find out everything they can about each other. For example, to find out height, a student might motion to the other student to stand up as s/he indicates the hand signal for height. After the interview, have the class share their information and feelings with each other. (This is a suggestion from *Cultural Awareness Teaching Techniques*.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adjectives adverbs emotive verbs	body language, eye contact, facial expression, gesture the emotions: sad, mad, tired, bored, happy, etc. sounds for pauses: unhunh, oh, etc.	*The Theater Arts and the Teaching of Second Languages* *ESL Miscellany* *Stepping Out* *Speaking Naturally* *Building Fluency in English* *Face to Face* *Around Town* *Functions of American English* *Fitting In* *Learning Through Drama* *Beyond Language* videotape, VCR monitor skits (if necessary) magazine pictures

OBJECTIVE

L/O 5.1 Identify the message given by nonverbal cues (pauses, body language, gestures, eye contact, facial expressions, etc.) *(continued)*.

EVALUATION OF OBJECTIVE

The student is given a multiple choice quiz on various nonverbal cues. The instructor may show pictures or do the actions. The student completes this with 80% accuracy.
Example: (Show a picture of a man with his arms folded in front of him.)
The man is _____.
a. lazy c. disinterested
b. angry d. happy
Another option is to provide a written context with the picture.
The man is _____because he is standing to the side of the group with his arms folded in front of him.
a. lazy c. disinterested
b. angry d. happy

SKILLS EXPANSION

Conversation: Discuss what is appropriate in the U.S. in terms of personal space, touching, assertive versus aggressive, emotional displays, public and private behaviors, greetings and leavings. (A good resource book for instructors and students is *Beyond Language*.)

Writing: Use magazine pictures or other sources of nonverbal communications and have students write what the person who is making the expression is thinking, or how the expression makes the student feel.

CULTURAL ORIENTATION

Nonverbal cuing varies from culture to culture. A good resource in this area is the classic text, *Beyond Culture*, by Edward Hall.

OVERVIEW

COMPETENCY

L/O 6.0 Appropriately interpret suprasegmental information (intonation, rhythm, stress) for a variety of situations (e.g., anger, compliments, condolences, sarcasm).

PREREQUISITE SKILLS/KNOWLEDGE

Familiarity with the vocabulary (including idioms) involving the expression of anger, compliments, condolences, and sarcasm; ability to understand oral instructions and directions

OBJECTIVE

The student will

L/O 6.1 Interpret the inferred meaning (anger, compliment, condolence, or sarcasm) of a spoken message by using intonation, rhythm, and stress as clues to the speaker's intent.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Interpret the tone of a response by a landlord or clerk when a complaint is made.
2. Interpret the emotional tone of a caseworker or INS agent.
3. Interpret the tone of an instructor's or supervisor's directions.

COMPETENCY ASSESSMENT

1. The student listens to a short dialogue done in a variety of intonation, rhythm and stress patterns to indicate the different feelings in each. The student will identify the probable meaning of each with 80% accuracy. (e.g., one person could be angry the first time, then one of the people could be in a hurry to go somewhere, the third time one of the people could be sick, etc.)
2. The student is shown, if available, brief segments from a video-tape of people in dialogue situations. The student listens to the dialogue and identifies the probable intent of the speakers with 80% accuracy.

COMPETENCY

L/O 6.0 Appropriately interpret suprasegmental information (intonation, rhythm, stress) for a variety of situations (e.g., anger, compliments, condolences, sarcasm).

OBJECTIVE

L/O 6.1 Interpret the inferred meaning (anger, compliment, condolence, or sarcasm) of a spoken message by using intonation, rhythm, and stress as clues to the speaker's intent.

INDIVIDUAL ACTIVITIES

Tape record sentences, following each with a pause and then have the student state whether it reflects anger, a compliment, condolence or sarcasm.

GROUP ACTIVITIES

Use a tape recording of an old radio drama and have the students listen and identify what the speakers in the drama really mean. **Sorry Wrong Number** is an excellent choice because an invalid woman interacts with a telephone operator, policeman, and a hospital receptionist. The voices of this drama carry extra information. For example, at the beginning of the drama, the woman has a very condescending tone in her voice. Later, as she becomes very agitated, her voice speeds up and the pitch rises. Sometimes the operator sounds helpful and at other times frustrated. Since this is a suspense story about a murder, it is interesting to divide it up into several sections and work on it over a period of time.

When students have trouble hearing the stress and intonation, draw it out on the board for them. Write the sentence and use arrows to show where the voice goes up or down, and use marks to show where the stress occurs.

Choose several simple sentences and change the stress in them to give different messages. Have the students underline the word that was stressed and identify the message in each. For example:

HE came yesterday. (He and not another person.)
He **CAME** yesterday. (The emphasis is on came and not another action.)
He came **YESTERDAY**. (The emphasis is on yesterday and not another time.)

Give the students a list of yes/no questions. Pronounce them and have the students mark whether they hear falling intonation (surprise) or rising intonation (question).
For example: Was that fun?
Was that fun!

OBJECTIVE

L/O 6.1 Interpret the inferred meaning (anger, compliment, condolence, or sarcasm) of a spoken message by using intonation, rhythm, and stress as clues to the speaker's intent *(continued)*.

GROUP ACTIVITIES *(continued)*

Give the students a list of questions that when pronounced could indicate sarcasm. For example:

Is **this** your excuse?
Is **that** your answer?
Isn't that just **great**?

Have them circle the ones that were pronounced in a sarcastic manner.

Color Tones: (You can use fingers instead of colors.)

1. Pass out pieces of colored paper: one red (one finger), one green (two fingers), one yellow (three fingers), and one blue (four fingers).
2. Tell the students that red is the signal for anger. Yellow is for compliment. Blue is for condolences. Green is for sarcasm.
3. Demonstrate with examples.
4. Tell the students to hold up the appropriate color when you read a sentence.
5. Compliment sentences can easily become sarcastic by changing the tone of your voice, as can anger and condolence sentences. Examples: That's really too bad. (condolence or sarcasm) Your desk is so clean. (compliment or sarcasm) Get off my back. (anger or sarcasm).

Three People:

1. Write 15 sentences which show anger, condolence, sarcasm, or compliment.
2. Find three native speakers to read the sentences into a tape recorder.
3. Have all speakers read sentence #1, then read #2, and so on, so that the students can compare the three people's rendition of each sentence. Make sure each person speaks naturally.
4. Have the student decide what emotion is being projected, and which of the three speakers does the best at expressing that emotion.

If you can, invite the speakers to class the following day or later to discuss the class's reactions. This will review what the class has been practicing, but this time in a conversational format.

If you have videotaped any practice student interviews, play them for the class. Have them interpret the dialogue between the interviewer and the job seeker. They can watch for various emotions, whether the situation is formal or informal, if the job seeker seems comfortable, etc.

OBJECTIVE

L/O 6.1 Interpret the inferred meaning (anger, compliment, condolence, or sarcasm) of a spoken message by using intonation, rhythm, and stress as clues to the speaker's intent *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses imperatives adverbs and adjectives modals possessive pronouns clauses: noun, adjective, adverb	anger, condolence, compliment, sarcasm various idioms: Get off my back. I'm bummed. It's really rotten. That's a pain. Get off my case. School (work, etc.) is a joke. He's a real loser. nerds, mess up, etc. Really. That's unfair. It's really scary to. . . I'm so sorry. . . I'm afraid. . .If I were you. . .	*Sound Advice* *Beyond Culture* *Communicating in Context* *Listening In and Speaking Out* *Fast Forward* *Improving Aural Comprehension* *Functions of American English* *Listening by Doing* *Sorry Wrong Number* or other appropriate old radio dramas colored paper list of sentences

EVALUATION OF OBJECTIVE

The student listens to several dialogues (either on tape or live in class). The student identifies the probable meaning of the message as anger, condolence, compliment or sarcasm with 80% accuracy.

SKILLS EXPANSION

Writing and Speaking:

Divide the class into four groups and have each group write one sentence from each of the following: anger, condolence, compliment, and sarcasm. Give them vocabulary lists to get started. Each group writes four or more sentences. Students then write them on the board or on slips on paper that are put in a hat. The student chooses a sentence and then must say it correctly.

CULTURAL ORIENTATION

In some cultures, it is impolite to express anger; on the other hand, compliments and condolences may be expressed more elaborately elsewhere than in the U.S.

OVERVIEW

COMPETENCY

L/O 7.0 Understand advanced negative statements and questions (e. g., tag endings, double negatives).

PREREQUISITE SKILLS/KNOWLEDGE

Understand questions and statements in present, past and future tenses.

OBJECTIVES

The student will

L/O 7.1 Identify advanced negative statements.

L/O 7.2 Identify advanced negative questions (e.g., tag endings, double negatives)

POSSIBLE LIFE SKILLS APPLICATIONS

1. Identify appropriate response to tag questions asked on the job, in class, or in a life-skills context.
2. Demonstrate understanding of a sentence that contains a clause structure with double negatives said on the job, in a class or in a life-skills context.
3. Demonstrate understanding of other types of negative statements made at work, school, or in a life-skills context.
4. Demonstrate understanding of how negative questions are used on the job, in class or in a life-skills context.

COMPETENCY ASSESSMENT

1. The student is given a worksheet with several choices written on it. The student listens to a negative statement and circles the sentence which is most similar to the spoken statement. For example, the student might hear: "I don't know why he couldn't come."

   Student chooses the correct response:
   a. He didn't explain his absence to me.
   b. He didn't know the reason for his absence.
   c. He was absent. He couldn't come.

   On the same worksheet, the student is given choices of possible answers to negative questions. After hearing the question, the student circles the appropriate choice with 80% accuracy.

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COMPETENCY

L/O 7.0 Understand advanced negative statements and questions (e. g., tag endings, double negatives).

OBJECTIVE

L/O 7.1 The student will identify advanced negative statements.

INDIVIDUAL ACTIVITIES

The tutor shows the student pictures that depict opposite activities or states of being; for example, pictures showing someone working and not working, someone healthy and not healthy, someone fixing a flat tire and not helping to fix the flat tire, someone going home and going to school, work, etc. Make positive and negative statements about the pictures. Use clause structures in the statements including ones that have double negatives (e.g., "I didn't understand that he wasn't coming to work". "He didn't come because he wasn't ready".) Have the student identify which pictures show the negative statements. Put the negative sentences on cards or sentences strips so that the student can review the structures after the tutoring session.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Opposite situations pantomime.

1. Make up opposite situations appropriate for pantomiming on separate slips of paper.
2. Write sentences describing each activity on a checklist.
3. Give each pair of students a set of opposite situations on the slips of paper.
4. Give all students the checklist
5. Give each pair of students a number written on a card.
6. Have each pair of students pantomime their opposite situation. The students in the audience observe and check the situation they think it is by writing the number of that pair before the sentence that describes the activity. They should write the group number and "N" along with the number for the negative sentence.
7. After the pantomimes are over, check the group numbers with the slips of paper against the student checklists.

(See above for ideas on opposite situations.)

OBJECTIVE

L/O 7.1 The student will identify advanced negative statements *(continued)*.

GROUP ACTIVITIES *(continued)*

Give the students pictures from which negative sentences could be made. Make sentences and write them on sentence strips. Let the students read the sentences and match them to the appropriate pictures. If there is any disagreement, let them explain their answers.

For example: Show a picture of a man leaving home and saying goodbye to his family. You could write sentences such as:

1. He didn't know he would never return home.
2. He didn't expect that his wife would cry.
3. His wife doesn't know that he's not going to work.
4. He won't go to work today because he lost his job.

The student should pick the best sentence from the list to match the particular picture. Make the sentences interesting so the students will have something to discuss.

This activity could probably best be done in small groups with the groups rotating around the room to the different pictures. Share the group results with the class at the end of the activity.

Using the same pictures as above, write sentences with clauses. Cut the sentences apart right before the clause marker. Mix the main clauses and put them in one pile. Mix the dependent clauses up and put them in another. Let the students put the two parts of the sentences together using the pictures as a guide.

Give the students scrambled sentences using negatives. Let them unscramble the sentences and check the results with a master list.

OBJECTIVE

L/O 7.1 The student will identify advanced negative statements *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present,continuous, past, past continuous, present perfect, future, present and past modals clauses: adjective, adverb, noun negatives adverbs of frequency conjunctions	and, but, or, so conversational responses: "I don't think so." I don't believe so either." "not" versus "no" adverb clauses markers of time: after, before, when, while, until, since, etc. adverb clauses of opposition: although, even though adverb clauses of condition: if, unless so . . . that adjective clause markers: who, which, that, whom, whose, when noun clause markers: if, that, and others that are applicable to negative sentences	pictures (photographs from *National Geographic* or other magazines) Norman Rockwell pictures or something similar job-related pictures from the flashcards which accompany *English That Works* sentence strips grammar books to help define the clause and negative structures in English (e.g., *Understanding and Using English Grammar*

EVALUATION OF OBJECTIVE

The teacher gives the students pictures and a list of negative sentences to accompany each one. The student underlines the best sentence that goes with each picture. This should be done with 80% accuracy.

COMPETENCY

L/O 7.0 Understand advanced negative statements and questions (e.g., tag endings, double negatives).

OBJECTIVE

L/O 7.2 Identify advanced negative questions (e.g., tag endings, double negatives)

INDIVIDUAL ACTIVITIES

The tutor has the student demonstrate something that is familiar. If the student is employed, he/she can show the tutor how to do a work-related procedure. The tutor then asks tag or negative questions to clarify what the student is doing. If the student gives the incorrect answer to the questions, the tutor should show the student what the answer means. Also, the tutor should indicate how negative and tag questions are used to show expectation.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give the students scenarios where negative questions and answers might occur. Have them decide what the intent of the speaker was.

For example: The supervisor is talking to an employee about why he/she is late to work again. The employer is disappointed that the employee is late. The supervisor says, "What happened? Didn't you wake up on time?

The students could speculate that the supervisor believes that the most common reason for this employee coming late to work is that the employee wakes up late.

Make a list of tag questions about the students in class. Say the statements and have the students indicate "yes" or "no" verbally or nonverbally. (Include tag endings such as "right," "huh," etc. and statements with question intonation such as "Jose isn't coming today?" Check with Speaking Competency #8 regarding proper responses to negatives.)

OBJECTIVE

L/O 7.2 Identify advanced negative questions (e.g., tag endings, double negatives) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tag questions negative questions simple present, present continuous, past, past continuous future, and present perfect tenses adjectives: demonstrative wh-questions: why modals	isn't she, aren't I, haven't they, didn't it, won't he, etc. Didn't he know?, Didn't he see the warning sign? etc. Those are your glasses, aren't they?	*Fluency Squares* *Connections* *Alice Blows a Fuse* list of tag questions based on students in the class negative question scenarios

EVALUATION OF OBJECTIVE

The teacher makes a list of tag or negative questions based on a picture or series of pictures. The teacher shows a picture and the students indicate understanding by answering verbally or nonverbally (marking a worksheet with yes/no answers). This should be done with 80% accuracy.

OVERVIEW

COMPETENCY

S 1.0 Summarize orally and clarify information received from a variety of sources (instructions, announcements, short speeches, pre-recorded phone messages, etc.).

PREREQUISITE SKILLS/KNOWLEDGE

Ability to comprehend basic information in short speeches, oral instructions, announcements and pre-recorded phone messages; knowledge of vocabulary and phrases used to politely clarify information; ability to identify the main points in a message or speech; ability to use reported speech; ability to take notes on spoken information; tag questions.

OBJECTIVES

The student will

S 1.1 Clarify information received orally from instructions, announcements, short speeches, and phone messages.

S 1.2 Summarize the basic information received orally from instructions, announcements, short speeches, and phone messages.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Share information received from the doctor regarding self or family members.
2. Give a telephone message to an employer, family member or friend.
3. Explain the main points of a speech from civics class.
4. Summarize information from a public service announcement for a friend or family member.
5. Explain the main points in a set of instructions given by an employer, supervisor, instructor, etc.

COMPETENCY ASSESSMENT

1. The student listens to a tape or videotape. S/he clarifies unclear information with the teacher and then summarizes the basic content with 80% accuracy.
2. The student is given oral directions, clarifies what s/he hears, and summarizes the basic information with 80% accuracy.
   For example: Instructor -- Tomorrow we will practice interviewing skills. Be sure you bring your book, list of interview questions, a pen or pencil, and dress appropriately for the interview. You don't need your dictionary or vocabulary book. Please arrive promptly at 8:00 a.m., so we can get the interview sessions started on time. Please practice the answers to the interview questions at home tonight. The student summarizes the information with 80% accuracy.
   For example: Student -- Tomorrow I have to bring my book, pen, pencil, not my dictionary or vocabulary book. I need to come at 8:00 and dress appropriately. Tonight I should practice the interview answers.

COMPETENCY

S 1.0 Summarize orally and clarify information received from a variety of sources (instructions, announcements, short speeches, pre-recorded phone messages, etc.).

OBJECTIVE

S 1.1 Clarify information received orally from instructions, announcements, short speeches, and phone messages.

INDIVIDUAL ACTIVITIES

The student listens to a tape which has instructions or announcements. After listening to the tape once, s/he clarifies information not understood.

GROUP ACTIVITIES

Give the students some kind of instructions or announcement quickly without their being prepared for it.

For example: If it snows tomorrow, there may be no school. Please listen to radio station _____or the TV station _____. Be sure to listen for the name of this school. Please don't call me at home to ask about school.
Have the students clarify the information by asking questions. For example:

Did you say it will snow tomorrow?
There is no school tomorrow?
What radio station?
What TV station?
Do I call you at home?

Invite a guest speaker to class (policeman, nurse, fireman, etc.). Let the students practice clarifying information by asking questions and responding to what the speaker says.

Have the students give speeches in class on a pre-assigned topic. Have the listeners clarify unclear information by asking questions.

Divide the class into discussion groups. During the conversation, have them practice clarifying information.

OBJECTIVE

S 1.1 Clarify information received orally from instructions, announcements, short speeches, and phone messages *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
present and past tense yes/no questions, tag questions, and information questions reported speech modals conditional tense noun clauses	Would you repeat that please? I'm sorry I didn't quite understand. . . rising intonation--You want to speak to Chris? etc. Did you say that you would. . .? What was that last sentence/word? The first/second, third, etc. thing you said was. . .isn't it,. . .wasn't it. . ..didn't it. . . etc. I'm not really sure if I completely understood what you said. Could you tell me again? informal or even impolite: What did you say? or What?	*Functions of American English* *Speaking by Doing* *A Conversation Book* tapes of instructions or announcements guest speakers speech and conversation topics

EVALUATION OF OBJECTIVE

The student listens to an announcement, short speech, a set of instructions, or a telephone message. S/he clarifies unclear information, and then answers comprehension questions with 80% accuracy.

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COMPETENCY

S 1.0 Summarize orally and clarify information received from a variety of sources (instructions, announcements, short speeches, pre-recorded phone messages, etc.).

OBJECTIVE

S 1.2 Summarize the basic information received orally from instructions, announcements, short speeches, and phone messages.

INDIVIDUAL ACTIVITIES

Have the student summarize information from prepared tapes or pre-recorded telephone messages.

GROUP ACTIVITIES

Have the students summarize information from interviews either done in class or as homework assignments. (Interview local community service providers, a policeman, a doctor, a nurse, etc.)

Have the student summarize information from prepared tape interviews, and radio news broadcasts or announcements. Have them share their summaries with each other to check the information.

Give the students different announcements/instructions orally everyday. Choose someone to summarize the information.

Prepare oral citizenship materials for the students to practice summarizing. (This works best when it is based on materials that the student has previously read.)

For example: There are two major political parties: the Democrats and the Republicans. The symbol of the Democrats is the donkey, because he is careful when he walks. (sure-footed) The symbol of the Republicans is the elephant, because he never forgets.

After reading these prepared oral statements, have the students practice clarification first before attempting to summarize.

Use a home remedy book and do a similar activity to the one just above using remedies you present orally.

Have the students call the county extension service for tips on canning, gardens, treating noxious weeds and pests, sewing etc. Assign different topics to groups of 3-4 students who call, take notes, and then present the information to the entire class the following day. Make sure each student is assigned a task by the group, and that all listen to the message. (If your community doesn't have access to this service, identify any other phone recordings that describe a process or give advice. If that is not possible, get "how-to" films from the library and show them to the class.) This same activity can be done with Tel-Med, a medical resource with pre-recorded telephone messages.

OBJECTIVE

S 1.2 Summarize the basic information received orally from instructions, announcements, short speeches, and phone messages *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses reported speech noun clauses modals reflexive pronouns infinitives gerunds	summarize, state or give the main points, the main idea first, second, etc. next, and then, after that you . . . S/he said we should . . .could . . . would. The best thing to do is . . . The announcement/boss/teacher said to . . .	*Speaking by Doing* *Functions of American English* *React Interact* *Voices of America* *Trial by Jury* *Talk it Over* *Speaking Naturally* *Parallels* *Non-Stop Discussion Workbook* *Listening Transitions* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* home remedy book pre-recorded telephone message numbers county extension numbers

EVALUATION OF OBJECTIVE

The student is given an oral announcement, instructions, speech, etc. S/he summarizes the main points with 80% accuracy.

SKILLS EXPANSION

Writing: Ask students to summarize, in writing, activities presented to the group.

Have students script role-plays that use summary and clarification.

OVERVIEW

COMPETENCY

S 2.0 Discuss personal/employment background in social or employment settings.

PREREQUISITE SKILLS/KNOWLEDGE

Appropriate informal and formal ways to present personal background

OBJECTIVE

The student will

S 2.1 Provide an accurate personal history for a variety of situations.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Give an accurate employment background to a potential employer.
2. Clearly state educational background to potential employers, community organizations, and school.
3. Clearly state personal background when asked, "Tell me about yourself," whether it's employment-related or in a social setting.
4. Use personal background information to initiate or continue small talk.

COMPETENCY ASSESSMENT

1. The student successfully role plays a situation either job related or in a social context where he/she has to give a personal history. This is done with 80% effectiveness. (The history should include where the student is from, what languages he/she speaks, what skills or education the student has, what brought him/her to this country, where he/she lives now, etc.). If possible, videotape the session and play it back.
2. The student gives his/her employment background in a simulated job interview with 80% effectiveness. If possible, videotape the session and play it back.

COMPETENCY

S 2.0 Discuss and exchange opinions on a topic, or persuade someone to a particular point of view.

OBJECTIVE

S 2.1 Provide an accurate personal history for a variety of situations.

INDIVIDUAL ACTIVITIES

The tutor interviews the student about his/her background. Write down the information for the student. Divide the information into two sections. One should be for employment-related information and the second for social settings. Some of the items will, of course, be appropriate for both. Give the student the history to study. Then role-play a job interview and have the student give employment-related information. Finally role play a social setting with the student and have him/her relate personal information in a more informal setting. The student's personal history can also be tape recorded so that the student can play it back and listen after the tutoring session is over.

GROUP ACTIVITIES

Videotape students doing pair interviews. Play it back and critique the interviews in a positive manner. Let the students also critique their own work.

Brainstorm with the students the type of information needed for a formal interview (job situation) and an informal situation (cocktail party). Role play each of these situations with the students.

Have the students give three-minute speeches about a job they have had in the past. (This is a good introductory activity for an employment unit. It allows the students to prepare information about their past job histories.)

Provide an interview experience for the students. (Try to get American volunteers to conduct the interviews. Videotape the interviews if possible.)

OBJECTIVE

S 2.1 Provide an accurate personal history for a variety of situations *(continued)*.

GROUP ACTIVITIES *(continued)*

Cocktail Party: Go over a list of common American first and last names with the students. Also give the students a list of familiar occupations. Have the students give themselves an American name they like. (This is useful for them not to actually change their names, but to become more familiar with using American names.) Let them also choose an occupation. Make sure they do not discuss their names or occupations with anyone else. Next have a "cocktail party."

1. Tell the students to assume the identity they have chosen.
2. Tell them to make up any personal details they wish about their characters including backgrounds.
3. Start playing some music and let the students mingle around to each other as they would at an actual cocktail party.
4. When it looks as if everyone has met everyone else, conclude the game.
5. Single out each character, one by one, and let the others tell you what they found out about this person.

The object of this game is to get the students to practice social conversation and also to get them to talk about their backgrounds in an informal manner.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, past, past continuous, past perfect, present perfect and present perfect continuous, future modals: past perfect pronouns: subject, object adjectives conjunctions clauses: adjective and adverb	sentences with the past perfect, past tense, present perfect tense with "since " and "for", e.g., I have been working as a mechanic since 1981 (for 7 years). I have experience as a . . . My educational background is . . . high school diploma vocational training university work bachelor's degree master's degree I came from . . . skills, aptitude hands-on experience expertise	*Expressways* *Index Card Games* *ESL Miscellany*, pp. 197-199 (American names) *Understanding and Using English Grammar* *It's Up to You* *Speaking Up at Work* name lists occupation lists any realia needed to make the cocktail party more interesting video camera and VCR tape recorder interview question list

OBJECTIVE

S 2.1 Provide an accurate personal history for a variety of situations *(continued)*.

EVALUATION OF OBJECTIVE

The teacher puts each student on the "hot seat" and asks the question, "Tell me about yourself." The teacher should decide if the context is formal (job interview) or informal (conversation with someone else). The student supplies the information on his/her background with 80% effectiveness. The teacher should have a checklist of the items to be covered in the speech and make it known to the student before the exercise begins.

SKILLS EXPANSION

For the job-related part of this competency, it is good to have the students write a resume and fill out a personal information form. See Writing Competency #3 for activity suggestions.

OVERVIEW

COMPETENCY

S 3.0 State and give reasons for dissatisfaction through proper channels.

PREREQUISITE SKILLS/KNOWLEDGE

Negative statements and questions

OBJECTIVE

The student will be able to

S 3.1 Make an oral complaint and give the reason(s) for dissatisfaction in an appropriate life-skills context.

POSSIBLE LIFE SKILLS APPLICATIONS

1. State a job grievance to the supervisor or other proper person in charge.
2. Make a complaint about goods or services to the management.
3. Complain politely to a neighbor about a problem (e.g., dog barking at night, stereo too loud, etc.)
4. Make a complaint to the landlord about problems in an apartment or other type of housing.

COMPETENCY ASSESSMENT

1. The teacher gives the student a problem involving a complaint. The student responds appropriately to the situation with 80% effectiveness. (e.g., The neighbor's dog is barking. The student responds informally by saying something like, "I really hate to bring this up, but . . .) A formal circumstance would be an on-the-job situation. The student also states why the problem is bothering him/her.
2. The student returns merchandise to the store and tells why he/she is dissatisfied, with 80% effectiveness.

COMPETENCY

S 3.0 State and give reasons for dissatisfaction through proper channels.

OBJECTIVE

S 3.1 Make an oral complaint and give the reason(s) for dissatisfaction in an appropriate life-skills context.

INDIVIDUAL ACTIVITIES

The tutor gives the student problems and a list of appropriate ways to complain. The student picks out the best response to each problem. Mix up formal and informal situations. Make up dialogs for the student to practice concerning complaints and giving reasons. Put the dialogs on tape for the student to listen to after the tutoring session is over.

GROUP ACTIVITIES

Do the individual activity with the entire group. However, put the students into pairs. Let them decide on the appropriate answer and then write a dialog to perform for the rest of the class.

Practice stating an on-the-job grievance procedure.

1. Invent a company and give the students jobs in the company.
2. Have the students make up a brief policy handbook (maximum 1 page) for all the employees. Include items that could be grieved if the employer violated them.
3. Choose some students to make the grievances. Make sure they are familiar with the policy handbook and can ask for clarification if things are not clear.

Have the students role-play in pairs. For example you could assign them to be a neighbor and friend, a shopkeeper and dissatisfied customer, an employee and supervisor, two employees, etc.

OBJECTIVE

S 3.1 Make an oral complaint and give the reason(s) for dissatisfaction in an appropriate life skills context *(continued)*.

GROUP ACTIVITIES *(continued)*

Strip speaking.

1. Use a book such as *Alice Blows a Fuse* and choose a dialog about complaining. (You could also use a dialog that the students had written.)
2. Cut the dialog up line by line.
3. Mix the lines up.
4. Give one line each to half of the students in class.
5. Have the students with lines stand up in front of the class.
6. The rest of the students stay seated.
7. Each of the students with lines say their parts.
8. The listeners in the audience try to sequence the speakers only by listening to the lines.
9. Let the students in the audience work and do the sequencing. Only help if there is a serious problem.
10. When the students finish the sequencing, have them check for accuracy.
11. Don't allow the students to look at each other's papers and don't allow them to write anything. Make them speak.

This activity forces the students who are speaking to use the correct emotion, intonation, and pronunciation to get the point across. The listeners are forced to figure out how the pieces of dialog fit together. The students usually know the dialog very well by the end and this will help give them important phrases to use when they need them.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
yes/no questions modals: could have, should have, would rather have wh-questions: who, what, when, where, why, how tenses: present, present continuous, past, past continuous, present perfect, future transitions: however, etc. adverbs comparisons conjunctions and paired conjunctions clauses: adverb agreements: repeating the same idea, so/too/either/neither	I wonder if you could help me . . . Look, I'm sorry to bother you . . . I hate to say this, but . . . I can't stand it when . . . I'm not fond of . . . Me neither. Neither am I. Neither do I, etc. Not only . . . but also . . . Excuse me, but . . .	*Functions of American English*, book and tape *Expressways* *Fitting In* *Connections* *Alice Blows a Fuse*

OBJECTIVE

S 3.1 Make an oral complaint and give the reason(s) for dissatisfaction in an appropriate life skills context *(continued)*.

EVALUATION OF OBJECTIVES

The teacher give the student a one-sided dialogue concerning a complaint. The student provides appropriate oral responses. This is done with 80% effectiveness.

CULTURAL ORIENTATION

Make sure the students become very skilled in expressing complaints in a polite way.

OVERVIEW

COMPETENCY

S 4.0 Discuss and exchange opinions on a topic, or persuade someone to a partucular point of view.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to begin and maintain a conversation; to understand the topic of conversation; familiarity with persuasive vocabulary as used by a variety of people (e.g., politicians, ministers, teachers, salespeople, coaches, business people, etc.).

OBJECTIVES

The student will

S 4.1 State a persuasive opinion about a given topic.

S 4.2 Make persuasive statements to try to arouse interest in or deal with an issue.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Decide which candidate to vote for or which issue to support. (Even though most students can't vote, they can still help campaign).
2. Convince a supervisor to change a procedure or give them a raise.
3. Persuade a child's teacher to take appropriate action to solve a problem.
4. Express personal opinions regarding community problems.

COMPETENCY ASSESSMENT

1. The student is given a topic in a group setting (if possilbe). The student identifies an issue which needs to be discussed and then states personal opinions regarding it.
2. The students identifies a topic of personal interest to him/her. S/he states personal opinions regarding the topic to the instructor. then the student identifies an issue and attempts to persuade the instructor to his/her point of view with 80% accuracy.
   Example Topics: The minimum wage should be increased to $X.XX per hour.
   Free child care should be provided for workers earning the minimum wage.
   Free health care for everyone in the U.S.
   Freedom to date at __ years of age (a roleplay between parents and a teenager).

COMPETENCY

S 4.0 Discuss and exchange opinions on a topic, or persuade someone to a particular point of view.

OBJECTIVE

S 4.1 State a personal opinion about a given topic.

INDIVIDUAL ACTIVITIES

The student role-plays with the instructor or tutor various situations set up by the instructor, and states personal opinions.

GROUP ACTIVITIES

Divide the members of the class into groups. Give them topics to discuss and/or problems to solve. To make sure everyone in the group participates, give each student three tokens. As each student speaks, s/he puts a token in the middle of the table. When a student has no more tokens, s/he must be quiet until all the other speakers have "spent" their tokens. The tokens may then be redistributed and the discussion continues.

Choose leaders for group discussions. Divide the class into groups. Have the leaders prepare questions on a given topic. Work with the leaders on techniques to get everyone in the group talking. Change leaders frequently so that everyone will have a chance to lead.

The participants can be given forms to fill out at the end of the discussion so that the group leader receives feedback.

Good	Needs to Improve	
_____	_____	Make sure everyone talks, even the quiet students.
_____	_____	Keeps the conversation going.
_____	_____	Asks interesting questions.
_____	_____	Keeps the group on the topic.
_____	_____	Makes sure 1 or 2 students don't talk all the time.
_____	_____	Asks for clarification when necessary.

OBJECTIVE

S 4.1 State a personal opinion about a given topic *(continued)*.

GROUP ACTIVITIES *(continued)*.

Conduct group meetings in the class. Use simple parliamentary procedure to keep order and to introduce formal meeting etiquette to the students. The meetings should contain business that is relevant to the students.

Give students topics so they can make dialogues in which they state a personal opinion. (Example topics: The speed limit is too low on freeways. Teenagers should not be allowed to date. Women should stay home with the children. Children have too much freedom in this country, etc.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses reported speech noun clauses passive and active voice comparatives and superlatives gerunds and infinitives	I think that... In my opinion... According to...., I'd just like to say that I think that..., My point is... I've heard that...I feel that...My feeling is...I sometimes feel that...I would argue...	*Functions of American English* *Speaking by Doing* *Expressways* *Non-Stop Discussion Book* *Can't Stop Talking* *A Conversation Book* *React Interact*

EVALUATION OF OBJECTIVES

The student is given a topic and must state a personal opinion. The student may discuss the topic with other students or be given some time to reflect and formulate personal opinions. This should be done with 80% accuracy. The instructor can monitor students using a form that would include areas such as the following:

Good Needs to Improve

_____ _____ Looks at everyone (eye contact).

_____ _____ Lets other students talk.

_____ _____ Volunteers to speak.

_____ _____ Speaks so that everyone can hear.

COMPETENCY

S 4.0 Discuss and exchange opinions on a topic, or persuade someone to a particular point of view.

OBJECTIVE

S 4.2 Make persuasive statements to try to arouse interest in or deal with an issue.

INDIVIDUAL ACTIVITIES

Have the student prepare a commercial for video or audio taping.

GROUP ACTIVITIES

Have the students prepare commercials for the class. First, introduce advertising by playing videotapes or audio tapes of ads. Let the students identify the language and techniques used to sell products or services. Also allow the students to identify the type of audience the ad targets; for example: children, adults, men, women, teenagers, elderly, etc. Videotape the ads on audio tapes so the students can listen to their own work.

Debates: (This activity combines both stating opinions and using persuasive statements.) From a citizenship text (or other material being studied in class), choose issues for debates. Divide the students into groups of 2-3. Assign topics and whether each group will be pro or con. Have them prepare arguments for a debate with another group. Possible topics: Electing the president by popular vote. Changing the presidents term to a single six year term. Giving Puerto Rico statehood. Eliminating the filibuster. Should clean needles be provided at the governments expense? Should we give money to panhandlers (beggars) or give the money to charities that help them? Should the government provide money for the poor? Should the government interfere in family problems? (husband/wife abuse, child neglect/abuse) Should murders who are children be executed? People's Court: Videotape the program. Stop after each witness has given his/her testimony. Decide what is persuasive about the statements. Try to guess what the judge will do. Play the judgements and then have the class discuss the verdict. For follow up, have a class trial on some issue. Possible suggestions for trials can be found in the ESL text, Trial by Jury or Contact U.S.A.

Have the students give speeches in class based on a problem they select. The speech should arouse audiences interest in the problem and offer a solution of some type.

If there are class meetings, elect officers. Have the candidates give campaign speeches. If it is an election year, have the students campaign for politicians they support, or assign speeches about causes that are being placed before voters. Allow the class to vote after the speech-making is complete.

OBJECTIVE

S 4.2 Make persuasive statements to try to arouse interest in or deal with an issue *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses passive voice comparatives and superlatives reported speech gerunds and infinitives clauses: noun, adverb, and adjective modals negative questions used to make polite suggestions conditional tense negative comparisons	vocabulary related to various topic areas a fantastic opportunity, a great chance, an incredible offer, a sensational plan, a really good TV, tape recorder, etc. Listen to this. I've got the deal of the year. In only...short...days, you can look/feel/speak...etc. A really important fact... Act now. This offer is good for only... Call now. We take VISA, MASTERCARD, etc. Would you mind... I think you should consider...It sounds like a good idea, but... Why don't you consider this... If I were you, I'd... You could always...You'd better... The price will never be lower.	*Functions of American English* *Speaking by Doing* *Trial by Jury* *Contact U.S.A.* *Non-Stop Discussion Workbook* *Listening Transitions* *Questions and Answers on American Citizenship* *React Interact* *Talk it Over* *Speaking Naturally* *PAIRals* *Federal Textbook on Citizenship* list of debate topics videotapes and audio tapes

EVALUATION OF OBJECTIVES

The student is given an item to sell or a problem to solve. (This problem should be based on the subject matter presented in class.) The student prepares a one-minute presentation that tries to persuade the viewer to either buy a product/service or agree with the solution to the problem. This is done with 80% effectiveness.

OBJECTIVE

S 4.2 Make persuasive statements to try to arouse interest in or deal with an issue *(continued)*.

SKILLS EXPANSION

Writing: Have students write their opinions on the issues they discussed or debated.
Have the students visit courts and commission meetings to observe how lawyers and officials persuade the jury or the commission. Traffic court is usually the best, since there are few delays and the vocabulary is manageable.
Discuss with the class when and when not to get a lawyer. Ask someone at a lawyer referral service to come to class to help the students decide.

CULTURAL ORIENTATION

Trials and commission meetings in some countries are not open to the public.

OVERVIEW

COMPETENCY

S 5.0 Explain the steps in a process (e.g., how to make, do, repair something).

PREREQUISITE SKILLS/KNOWLEDGE

Ability to sequence an action or activity, ordinal numbers, transitions words (next, then, after, before, etc.), imperative form, ability to clairfy information, knowledge of two-word verbs used when giving instructions.

OBJECTIVES

The student will

S 5.1 State the steps in a process.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Explain how to cook an ethnic dish or food.
2. Explain how to do simple jobs (e.g., wax the floor, wash the car, plant a vegetable garden, change a fuse, etc.).
3. Explain the steps when learning how to drive or applying for a driver's license (e.g., how to parallel park, back around a corner, etc.).
4. Give directions to a location (e.g., school, department store, service station, etc.).
5. Explalin to an INS examiner how the Constitution is amended.

COMPETENCY ASSESSMENT

1. The student chooses a process to speak about. S/he states the steps clearly in the appropriate order with 80% accuracy.
2. The student is given a series of pictures that show a process from beginning to end. The student puts the pictures in the correct order and then makes statements about each picture to explain the steps in the process. This is done with 80% accuracy.

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COMPETENCY

S 5.0 Explain the steps in a process (e.g., how to make, do, repair something).

OBJECTIVE

S 5.1 State the steps in a process.

INDIVIDUAL ACTIVITIES

Give the student a series of pictures that show a process. Have the student put the pictures in order and make statements about each step.

GROUP ACTIVITIES

Assembly/Disassembly: Have students bring in objects that can be taken apart and put back together. Have them state the steps as they are assembling or disassembling.

Have the students bring objects to class. In pairs they must instruct each other in how to use the object.

Have the students give demonstration speeches. (Make sure they bring an object to use in the demonstration.) Possible topics are how to brush and floss teeth properly, fix leaks in a tire, load a camera, purchase CD's, knit or crochet, tie a necktie, take care of contact lenses, use a tape recorder, put on makeup, etc.

Bring Cuisenaire rods or Legos to class. Have pairs of students sit back-to-back. Let one make a design and tell the other how to do it. You may also want to have an observer who watches for what helped and what hindered the communication process.

Have the students tell how to prepare their favorite foods. Let them give demonstrations if possible.

Make a map to use on an overhead projector. Have students take turns guiding each other around the map.

In civics class, the students can practice getting a bill through Congress. It is best to let them role-play it first. Then have them work together in groups to state how the process works.

OBJECTIVE

S 5.1 State the steps in a process *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
y/n questions wh questions imperatives all appropriate tenses passive voice transitions conjunctions adjectives and adverbs noun clauses prepositions	spatial vocabulary: right, left, up, down, here, there, over, under, next to, etc. First of all...Next you...Then you... When you've completed that you... Make sure you... Don't forget to...Remember to... Two-word verbs: use up, turn on/off/in/down, try out, talk over, throw away, take back, put out/away, pick up/out, pass out, look up/over, let down, leave out, keep up, hang up, give back, fill out/in, do over, call off, bring up, blow out, etc.	*Stepping Out* *Functions of American English* *Communication Starters* *Expressways* *Speaking by Doing* *Action English Pictures* *Action Sequence Stories* *Our Government in Action* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* *Building Fluency in English* Cuisenaire rods or Legos map on a overhead projector

EVALUATION OF OBJECTIVES

The student is given a process that s/he understands. S/he states the steps in the process with 80% accuracy. (For example, the student can be asked to describe the steps in cleaning a paintbrush, washing load of laundry, cooking rice.)

SKILLS EXPANSION

Have students write out the steps in a process.

CULTURAL ORIENTATION

In civics class stress that American citizens are expected to be active participants in their government. The idea prior to the sixties that you can't fight city hall has yielded to participatory democracy, which has reestablished the citizen as the key player in government and society.

OVERVIEW

COMPETENCY

S 6.0 Initiate, maintain, terminate conversations or discussions (includes interrupting or including other people in a conversation).

PREREQUISITE SKILLS/KNOWLEDGE

Understand topics appropriate for small talk; ability to ask questions appropriate in a conversational setting.

OBJECTIVES

The student will

S6.1 Begin a conversation, continue it, and politely bring it to a conclusion.

S6.2 Appropriately apply conversation techniques during a dialogue or discussion (e.g., hesitating, preventing interruptions, interrupting politely, and including other people).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Hold a conversation with a co-worker, classmate, or neighbor.
2. Converse with another person about a job.
3. Converse in small discussion groups on selected topics from civics class or other areas of interest.

OVERVIEW *(continued)*.

COMPETENCY ASSESSMENT

1. The student role-plays a conversation with the instructor. The student begins, continues, and closes the conversation. The student also applies appropriate conversation techniques as needed. This is done with 80% effectiveness.
2. The student is given an interview topic to complete outside the classroom. The student should be given time to develop appropriate questions before the interview. The student should also be given a sheet for the interviewee to fill out after the interview is completed. This sheet should contain questions such as the following:

Did . . . begin the conversation with you?	Y	N
Was it an appropriate beginning?	Y	N
Did . . . continue the conversation?	Y	N
By asking questions?	Y	N
Showing interest?	Y	N
Clarifying unclear points?	Y	N
Did . . . close the conversation politely?	Y	N
Did . . . ever interrupt the conversation?	Y	N
If so, was it done politely?	Y	N
Did . . . bring anyone else into the conversation?	Y	N
If so, was it done appropriately?	Y	N
What was the topic of conversation?		

This should be completed with 80% effectiveness.

COMPETENCY

S 6.0 Initiate, maintain, terminate conversations or discussions (includes interrupting or including other people in a conversation).

OBJECTIVE

S 6.1 Begin a conversation, continue it, and politely bring it to a conclusion.

INDIVIDUAL ACTIVITIES

Do the group activity with the individual student.

Have the student interview people from the community. The student is responsible for beginning the interview, explaining the purpose, keeping it going, and finishing it. Possible interview subjects could be people from different job areas the student is interested in, community service workers, librarians, other instructors, government workers, etc.

GROUP ACTIVITIES

Have students practice appropriate jazz chants for application as small talk subjects from Small Talk.

Divide the class into two groups. Give instructions to each group separately. Tell Group 1 that they must get up and start a short conversation with someone in Group 2. Tell the students in Group 2 that someone in Group 1 will come to speak to them. Tell them that the Group 1 student will do all the work of starting the conversation, asking questions to keep it going, and then finishing it. When you (the instructor) clap your hands, the student must say, "Well, I really have to go now. I've enjoyed talking with you." Then the student must find a new person in Group 2 to speak with. This continues until the instructor stops the activity. When Group 1 students have spoken to most of the Group 2 students, reverse the roles of the group.

Write conversational tasks on slips of paper. Divide the class into groups. Put the slips of paper in the middle of the table. Have each student choose an equal number of slips. Give the students a list of topics to discuss. (Be sure to include citizenship topics for civics classes.) They must choose a topic to discuss. They must be responsible for the conversational tasks on their slips of paper. (Conversational tasks: Start the conversation, give an idea, ask a question, summarize, give praise, clarify, check for understanding, respond to an idea, answer a question, and finish the conversation). If a group member wants to give an idea, s/he must put his/her "give an idea" slip on the table and say the idea. If another student wants to respond to the idea, s/he must put down the "respond to an idea" slip. Tell each group member to try to use all of his/her slips. Whoever has "finish the conversation" slip is the last speaker to talk.

OBJECTIVE

S 6.1 Begin a conversation, continue it, and politely bring it to a conclusion *(continued)*.

GROUP ACTIVITIES *(continued)*

Play "Cocktail Party" with the students. Tell them students they are at a big party and need to mingle with as many other "guests" as possible. Have them find out as much information as they can about each guest. Set a time limit and let them mingle until time is up. After you stop them, find out what they have learned about each other. Sometimes it is fun to have the students assume other identities.

For example: a young girl about to be married
a robber who is trying to escape from the police
a rich, unhappy socialite
a retired man who is hard of hearing

(If students assume these other identities, give them time to work out a fictional background to discuss at the party.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses y/n, tag, and wh questions pronouns clauses: noun and adverb clauses negative questions and statements	Initiating a conversation: Guess____!, You won't believe_____!, Have you heard the news? Well, if it isn't_____! Nice day today, isn't it? Great weather we're having, isn't it? I hate all this rain, don't you? It sure is cold today, isn't it? Is anyone sitting here? Say, haven't I seen you somewhere before? You're wearing such a beautiful. . .I really love your. . . It's been nice talking to you. I have to go now. I've got class. Say, how about getting together this evening? I'm going shopping with some friends. Would you like to join us? Well, I'll let you go now.	*Functions of American English* *Speaking by Doing* *Expressways* *Communication Starters* *A Conversation Book* *The Non-Stop Discussion Book* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* *English Through Drama* *Index Card Games* *Pinch and Ouch* *Action Plans* *Small Talk* *Fitting In*

OBJECTIVE

S 6.1 Begin a conversation, continue it, and politely bring it to a conclusion *(continued)*.

EVALUATION OF OBJECTIVES

The student begins, maintains, and finishes a conversation on an appropriate topic with the instructor or another student in a role-play situation. This is done with 80% effectiveness. (This conversation may be taped or videotaped for later playback and analysis.)

SKILLS EXPANSION

Writing: Divide students into groups. Have them brainstorm and write lines for the conversational tasks and then practice.

CULTURAL ORIENTATION

Not all societies put the same value on conversational balance as American society does. Some societies have "passive" roles like "listener." These roles are usually assigned to children, women and subordinate men.

COMPETENCY

S 6.0 Initiate, maintain, terminate conversations or discussions (includes interrupting, including other people in a conversation).

OBJECTIVE

S 6.2 Appropriately apply conversation techniques during a dialogue or discussion (e.g., hesitating, preventing interruptions, interrupting politely, and including other people).

INDIVIDUAL ACTIVITIES

Do the group activities with the individual student. Have the student apply the conversational techniques practiced in an interview situation with a tutor or another person.

GROUP ACTIVITIES

Have the group practice the conversational skills separately first.

Ask them to brainstorm sounds they have heard Americans use when hesitating. They will probably think of "um," "uh," "you," "know," "well," "okay," etc. Then give each student a topic to speak about. Have the student practice using these sounds. This can also be done with a complicated dialogue that the students don't know very well. Make sure they try to use more than just "um" when hesitating.

Have the students practice preventing interruptions. For example:

I have two points to make. (This will give the student time to finish speaking.)
I'm not sure how to put this (pause) but . . .
(If the student pauses in the middle, s/he will usually be allowed to finish the statement.)
The next thing that you should know. . . (This will allow the student to state the next point.)

Then have students practice polite ways to interrupt. At this time it is necessary to speak about and practice eye contact with them. Americans indicate who is to speak next by using eye contact. The students must establish eye contact with the speaker before trying to interrupt. A hand motion can also be used. Practice phrases such as "Sorry to interrupt, but. . ." or "That reminds me of. . ." In small conversation groups, the students can practice bringing in another speaker who is silent. This can be done by using phrases such as, "You would agree with me, wouldn't you. . ." "What do you think. . .?" "What do you have to say about it, . . .?" "Use topics of conversation the groups are interested in.

OBJECTIVE

S 6.2 Appropriately apply conversation techniques during a dialogue or discussion (e.g., hesitating, preventing interruptions, interrupting politely, and including other people) *(continued)*.

GROUP ACTIVITIES *(continued)*

Have the class form a circle and inside the circle put three students (A, B, and C) together. Have students A and B begin a conversation. It is student A's responsibility to bring student C politely into the conversation. When this has been successfully accomplished, the students change positions. Student A takes a place in the outer circle. Another student goes into the circle. Student B takes student A's place. Student C takes Student B's place and the new student becomes Student C. Repeat the activity until the students are finished. It is a good idea to have some topics listed on the board, so that students can choose a topic quickly.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses clauses: noun, adjective, and adverb gerunds and infinitives modals y/n, tag and wh-questions	sounds for pauses--um, uh, uh-uh, um-m, gee-uh, well, let's see now, in fact, you see Let me think, see. Let's see now. I'm not sure where to begin, start, what to say sorry to interrupt, but . . . by the way. . . I think . . . the point is . . . as I see it, that's not exactly what I meant, what do you think . . . It's John's turn. Let's give someone else a chance to speak. A good idea, but . . .	*Functions of American English* *English Through Drama* *Expressways* *Communication Starters* *A Conversation Book* *ESL Miscellany* (a good source for conversation topics) *Fitting In*

EVALUATION OF OBJECTIVES

The students are divided into conversation groups. The groups are observed and each student must be responsible for applying the above conversation techniques during the discussion. A group evaluation of each speaker is appropriate as well as an instructor evaluation. Each speaker applies these conversational techniques with 80% effectiveness. (If equipment is available, videotaping a discussion session would be most appropriate. In that way the evaluation can be done later with student feedback.)

OVERVIEW

COMPETENCY

S 7.0 Explain reasons for personal decisions (e.g., related to family, school, work, and citizenship).

PREREQUISITE SKILLS/KNOWLEDGE

Understanding of polite and slang (less polite) language; American cultural expectations related to explaining actions; ability to use clause constructions to explain situations clearly and to make polite requests.

OBJECTIVES

The student will

S 7.1 Clearly state the reasons for personal decisions regarding work, school, family, and citizenship.

S 7.2 Clearly state reasons when asking for permission to do something.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Explain absence from school or work.
2. Explain why a job is needed or desired in an interview situation.
3. Explain to an INS worker why he/she wants citizenship.
4. Explain why he/she moved from one job to another or from one place to another.
5. Ask for permission to borrow something from another person.
6. Ask someone's permission to use something.

OVERVIEW *(continued)*

COMPETENCY ASSESSMENT

1. The student role-plays a situation with the instructor or another student. The situation must give the student a decision to make as well as provide an opportunity to ask permission for something. The student explains his/her decision and then explains why s/he is asking for permission. This is done with 80% effectiveness.

   Possible situations could include the following:

   1. An interview (The student explains why s/he left another job and then asks for permission to contact the interviewer following the interview.)
   2. Borrowing (The student explains why s/he needs a new car. Then s/he asks permission to borrow a friend's car to go looking for a new car to buy.)
   3. An absence (The student decides to help a friend or family member go to the doctor. The student tells why s/he made the decision and then asks for permission to miss school or work.)

COMPETENCY

S 7.0 Explain reasons for personal decisions (e.g., related to family, school, work, and citizenship).

OBJECTIVE

S 7.1 Clearly state the reasons for personal decisions regarding work, school, family, and citizenship.

INDIVIDUAL ACTIVITIES

Write out questions that will cause the student to explain decisions that s/he has made. Have the student record his/her answers on a tape recorder.

GROUP ACTIVITIES

Give the students topics where they have to make decisions. Let them make the decisions and then state why. Have them role-play similar situations.

For example: Role-play a situation where the parents of the family have decided to move. They explain the decision to the family.

Role-play a situation where the mother of the family decides to take a job. She explains her reasoning to her family.

Role-play a situation where an employee must miss work or take a leave of absence and explain to supervisor.

Rights and Liberties:

Write the rights and liberties guaranteed by the Bill of Rights on the board or overhead: freedom of religion, speech, and the media (newspapers, TV, books); right to meet together in groups; right to ask the government to do something or not to do something; right to have a fair and speedy trial, and that the government will obey the law; right to have a gun; right not to have cruel punishment (large fines, unusual punishments) for crimes; and the right to vote. Discuss the rights and liberties in a large or small group and decide how they could affect personal decisions. Role-plays could then be developed on the basis of the discussion.

For example: A family member decides to buy a gun based on his/her right to have a gun. S/he explains this decision to the rest of the family.

A family member decides to go to a different church, or to try different churches based on his/her right of freedom of religion. S/he explains this decision to another relative or friend.

OBJECTIVE

S 7.1 Clearly state the reasons for personal decisions regarding work, school, family, and citizenship *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses including conditional y/n and wh questions clauses: noun and adverb comparative and superlative modals gerunds infinitives	It was a difficult decision but I have decided to . . . I'm sorry, but . . . My reason for . . . I think that . . . Perhaps it would be best to . . . I have decided to . . . In order to earn more money, I have decided to . . . So that . . . can go to a better school, we are going to . . . Now that . . . has graduated, we can . . . any topical vocabulary relating to situations introduced in class	*A Conversation Book* *Communication Starters* *Face to Face* *Person to Person* *Questions and Answers on American Citizenship* *The Non-Stop Discussion Book* *Fitting In*

EVALUATION OF OBJECTIVES

The student is given three situations in which s/he must make personal decisions. The student explains why s/he made the decision in each case with 80% effectiveness.

SKILLS EXPANSION

Writing: Have the students write their personal reasons for wanting to become U.S. citizens.
Reading: Have the students read about famous immigrants such as Albert Einstein, Joseph Conrad, Maxine Hong, etc. and their decisions for coming here.

CULTURAL ORIENTATION

People don't always make conscious, willful decisions to do something, but may take the course of least resistance, act out a socially prescribed role, or simply default--any of which may cause the student to have difficulty explaining the reasons for his/her decisions.

COMPETENCY

S 7.0 Explain reasons for personal decisions (e.g., related to family, school, work, and citizenship).

OBJECTIVE

S 7.2 Clearly state reasons when asking for permission to do something.

INDIVIDUAL ACTIVITIES

Working with another person, the student asks permission to do something in a variety of situations and then states the reason why. The session could be taped for later analysis.

GROUP ACTIVITIES

Have students practice dialogues in which they must ask for permission to do something and then respond to the question *why*. (An excellent source of dialogues is Expressways.) After the students have practiced prepared dialogues, have them write their own or perform role-plays.

Let students brainstorm useful phrases for explaining reasons (e.g., Well, you see . . . It's because, etc.). Make up cards with situations where students need to ask for permission to do something. Divide the students into pairs and give each a set of cards. Using the phrases they have brainstormed, each pair makes up dialogues for each situation, including asking for permission and giving a reason in response to the question *why*. Examples for such situations could be as follows:

leave the room smoke a cigarette stay up late
leave work early use the phone stay overnight with someone

(Caution: Make sure the students don't do these dialogues as friends, but rather as acquaintances.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses including conditional y/n, ,tag and wh-questions clauses: noun and adverb modals (especially ones used in making polite requests) infinitives gerunds	Do you mind if . . . Would you mind if . . I wonder if I could possibly . . . Is it okay if I . . . I'd like to . . . The reason I need to is . . . It's a little difficult to explain, but . . . It's because . . . It seems as if/though . . . To be perfectly honest, I . . . You see . . . The reason is . . .	*Expressways* *Functions of American English* *A Conversation Book* *Fitting In*

OBJECTIVE

S 7.2 Clearly state reasons when asking for permission to do something *(continued)*.

EVALUATION OF OBJECTIVES

The student role-plays a situation where s/he must ask for permission and explain *why* the request is being made, with 80% accuracy.

CULTURAL ORIENTATION

Students need to understand that in American culture there are many instances in which an explanation is required along with a request for permission to do something, (e.g., absence from class).

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OVERVIEW

COMPETENCY

S 8.0 Respond appropriately to negative questions.

PREREQUISITE SKILLS/KNOWLEDGE

Understanding of negative questions and statements

OBJECTIVES

The student will

S 8.1 Respond to a negative question (including tag questions) correctly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Respond appropriately to a negative question (job related) which asks for clarification.
2. Respond appropriately to a negative question which is asked to gain more information about a surprising situation.
3. Respond appropriately to a negative question used to make a date with someone.
4. Respond appropriately to a negative question used to make a suggestion.

COMPETENCY ASSESSMENT

1. The student is given a dialog with negative questions (including tag questions). The responses to the negative questions are left blank. The student has to make the appropriate response in the dialog with 80% accuracy. (The dialog can fit any life skills situation or on-the-job circumstance.)
2. The student role plays a situation with the instructor. The instructor uses negative questions (including tag questions). The student responds appropriately with 80% accuracy.

COMPETENCY

S 8.0 Respond appropriately to negative questions.

OBJECTIVE

S 8.1 Respond to a negative question (including tag questions) correctly.

INDIVIDUAL ACTIVITIES

Give the student a dialog with negative questions and tag questions in it. The tutor and students practice the dialog and the tutor explains that negative questions and tags are used when the speaker presumes to know something. Make sure a dialog with negative questions used for making suggestions (e. g., Why don't you take off your coat now?) is included.

GROUP ACTIVITIES

Do the individual activity with the entire group. (*Expressways* has excellent dialogs related to life skills and employment.

Practice making suggestions by using the why plus negative. (e.g., Why don't we start the lesson now?) Have the students respond appropriately.

Do role-plays with the students using negative and tag questions. Have the students respond appropriately.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
negative questions tenses: present, present continuous, past, past continuous, present perfect, future modals: ability, advice, necessity reported speech noun clauses	Why don't you . . . Why doesn't he . . . Don't you like that . . . Didn't you say that . . . Can't we go . . . other negative questions related to the various topics: We can go, can't we?/We can't go, can we? other tag questions related to the various topics	*Connections* *Expressways* *Federal Textbook on Citizenship* student-generated dialogs

OBJECTIVE

S 8.1 Respond to a negative question (including tag questions) correctly *(continued)*.

EVALUATION OF OBJECTIVE

The teacher role-plays a situation with the student in which negative and tag questions are asked. The student responds with 80% accuracy.

CULTURAL ORIENTATION

This competency is very difficult for some students; they often respond incorrectly to tag questions. The expected response for a sentence such as,"You were absent yesterday, weren't you?", would be "Yes," although students will tend to say, "No." This competency will require considerable practice.

OVERVIEW

COMPETENCY

S 9.0 Use appropriate stress, rhythm, and intonation patterns.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to interpret suprasegmental information (e.g., intonation, rhythm, stress) in a variety of situations (e.g., anger, compliments, condolences, sarcasm, etc.); understand sounds of English and how words are divided into syllables; knowledge of reduced language and linking

OBJECTIVES

The student will

S9.1 Apply appropriate stress, rhythm, and intonation patterns in words, phrases, statements, and questions.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use proper stress, rhythm and intonation when talking to the supervisor instructor, clerks, INS or other government officials, and co-workers.
2. Use proper stress, rhythm, and intonation during a job interview.

COMPETENCY ASSESSMENT

1. The student role-plays a situation in which s/he must demonstrate appropriate stress, rhythm and intonation. This is completed with 80% effectiveness..
2. During an interview or a conversation with a co-worker, the student demonstrates appropriate stress, rhythm, and intonation. (This can be audio or videotaped for analysis.) It is completed with 80% effectiveness.

COMPETENCY

S9.0 Use appropriate stress, rhythm, and intonation patterns.

OBJECTIVE

S 9.1 Apply appropriate stress, rhythm, and intonation patterns in words, phrases, statements, and questions.

INDIVIDUAL ACTIVITIES

Pass out the literature and songs mentioned in the group activity below with a recording of them. Have the student listen, and then tape record his/her rendition.

GROUP ACTIVITIES

Patriotic Literature and Quotations:
Copy then distribute documents such as the "Oath of Allegiance", the "Pledge of Allegiance", "The American's Creed" by William T. Page, "I Hear America Singing" by Walt Whitman, and Irving Berlin's "God Bless America." Use recordings if they're available. Also any number of famous quotations (look in a citizenship text) can give your students practice with stress, rhythm, and intonation patterns while helping them prepare for the naturalization exam.

Use Jazz Chants, poetry (appropriate for this level, e.g., Carl Sandburg, Shel Silverstein, Robert Frost, etc.) and items from Small Talk to practice stress, rhythm, and intonation.

Choose sentences from classwork that the students have trouble with. Model the articulation and rhythm. Mark the intonation and stress. Have the students practice the sentences in pairs.

Ask students to practice pronouncing words, phrases or sentences in different ways to give different meanings. For example:
HE came yesterday. (He and not another person.)
He **CAME** yesterday. (The emphasis is on came and not another action.)
He came **YESTERDAY**. (The emphasis is on yesterday and not another time.)

Give the students a list of y/n questions. Have them pronounce by using falling intonation (surprise) or rising intonation (question). For example:
Was that fun?
Was that fun!

OBJECTIVE

S 9.1 Apply appropriate stress, rhythm, and intonation patterns in words, phrases, statements, and questions *(continued)*.

GROUP ACTIVITIES *(continued)*

Give the students a list of questions that when pronounced could indicate sarcasm. For example:
Is **this** your excuse?
Is **that** your answer?
Isn't that just **great**?
Have them pronounce them in a sarcastic manner.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses y/n, wh questions clauses: adjective adverbs adjectives: comparative, superlative gerunds infinitives	rhymes, rhythm, stress, important part, intonation, articulation, pronounce clearly, consonants, vowels, syllables, rising, falling, voice goes up, down, voiced, unvoiced, emphasis, emphasize, length, long, short, spoken quickly	*Clear Speech* *Sounds Easy (the series of books)* *Jazz Chants* *Small Talk* *Carolyn Graham's Turn-of-the-Century Songbook* *Even If You Can't Carry a Tune* *If You Feel Like Singing* *Tune in to English* *Sound Advice* *Improving Spoken English* *Light in the Attic* *Where the Sidewalk Ends* *Questions and Answers on American Citizenship* *Federal Textbook on Citizenship* list of famous quotations and selected patriotic literature

OBJECTIVE

S9.1 Apply appropriate stress, rhythm, and intonation patterns in words, phrases, statements, and questions *(continued)*.

EVALUATION OF OBJECTIVES

The student selects a piece to read or recite. S/he prepares it and then performs the piece using appropriate rhythm, stress, and intonation. It should be tape-recorded for analysis. This is completed with 80% effectiveness.

SKILLS EXPANSION

Cloze: Use patriotic literature, famous quotations, or expressions and blank out each 5th or 7th word. Have the students fill in the missing words.
Conversation: Compare one of the patriotic literature selections with Allen Ginsberg's "America" or Lawrence Ferlinghetti's "I Am Waiting," which discuss America's shortcomings.

OVERVIEW

COMPETENCY

R 1.0 Look up information from printed resource material (e.g., telephone book, newspapers, want ads, job announcements, manuals, citizenship handbook, etc.)

PREREQUISITE SKILLS/KNOWLEDGE

Alphabetical order, where to look for different types of information

OBJECTIVES

R 1.1 Locate information in different types of printed resources.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Locate address, telephone numbers, yellow page information from the telephone book.
2. Get job information from job announcements and want ads
3. Get information on buying or (houses, furniture, computers, etc.) renting things from the classified ads
4. Use a manual to complete a task (some type of repair or installation).

COMPETENCY ASSESSMENT

1. The student is given a list of items to find in various printed resources. The student finds the item and lists where he/she found it and on what page with 80% accuracy. (The list should include items such as manuals, telephone books, classified ads, job announcements, etc.)
2. The student solves a real life problem by finding the information in one of the printed resource materials, with 80% effectiveness.

COMPETENCY

R 1.0 Look up information from printed resource material (e.g., telephone book, newspapers, want ads, job announcements, manuals, citizenship handbook, etc.)

OBJECTIVE

R 1.1 Locate information in different types of printed resources.

INDIVIDUAL ACTIVITIES

The tutor shows the student how to look up information in various types of printed resources. Do only one resource at a time. Go through that resource thoroughly before introducing another one. Develop a checklist for the student so that after the tutoring session the student can go back through the checklist and review the items introduced. For example, a check list might look like the following:

Telephone Book (White Pages)

Page No.	Information
_____	Emergency Numbers
_____	Area Codes
_____	Blue Pages (List type of information found)
1.	_____
2.	_____
3.	_____
_____	Telephone number of Henry Smith
_____	Billing and Payment Information

Add other items found in the White Pages. Do this for other printed resource materials. Leave space so the student can add some information that he/she finds on his/her own.

GROUP ACTIVITIES

Do the individual activity with the entire group.

OBJECTIVE

R 1.1 Locate information in different types of printed resources *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions negatives modals: ability, advice tenses: present, past indirect speech commands: affirmative and negative	Look it up here alphabetical order Is it arranged in alphabetical order? blue pages white pages yellow pages different listings in the classified section used, new manual	*Building Real Life English Skills* telephone books (White Pages and Yellow Pages) job announcements classified ads newspapers manuals

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with a list of items to find in the printed resource materials studied (e.g., the number of a family doctor; the price of a cheap used table; the address of a rental house; the address or telephone number of where to obtain citizenship materials; the number of an immigration attorney; the salary listed in a job ad, etc.). This should be done with 80% effectiveness.

SKILLS EXPANSION

This unit requires the added dimension of the students' understanding abbreviations and more formal terminology. Give the students the printed resource material to look at. Allow them to underline or circle the abbreviations and or formal terminology. Explain what the items mean or refer to. Make a list on a piece of newsprint and hang it up in the room so that students have something to easily check. Examples of such abbreviations are M.D., Atty., and items occurring in want ads. Examples of formal terminology are "physician", "attorney" and names such as "Robert" instead of "Bob".

OVERVIEW

COMPETENCY

R 2.0 Skim reading material for main idea and scan for detail.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of main idea and detail; familiarity with the vocabulary being used in the reading selections in class; understanding of the value of skimming and scanning

OBJECTIVES

The student will

R 2.1 Skim reading for main idea and scan for detail.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Skim job announcements to see if qualified.
2. Scan advertisements for details.
3. Use skimming and scanning techniques when reading citizenship or other content materials.
4. Use skimming and scanning to read course schedules, TV schedules, etc.

COMPETENCY ASSESSMENT

1. The student is given a schedule of some type to skim and scan. After being given a time limit to study the material, the student is asked comprehension questions. S/he answers with 80% accuracy.
2. The student is given a short reading selection to skim and scan. After a specified time limit, the student is asked comprehension questions. S/he answers with 80% accuracy.

COMPETENCY

R 2.0 Skim reading material for main idea and scan for detail.

OBJECTIVE

R 2.1 Skim reading for main idea and scan for detail.

INDIVIDUAL ACTIVITIES

Do the group activity independently after explanation of skimming (read quickly to grasp main information) and scanning (pick out details) activities.

GROUP ACTIVITIES

It is best to do skimming and scanning activities on a reading selection that is easy for the students to read, or on ones which are related to another major reading selection. Many commercially available texts are arranged in this way. The first reading is the one the students study and work on for vocabulary purposes. The second reading uses the vocabulary again in a little different context and at an easier reading level.

Find or prepare short readings on topics such as the Pilgrims, the Boston Tea Party, Roger Williams founding Rhode Island, the War of 1812, the story of the Statue of Liberty, the American space program, the assassinations of Lincoln and Kennedy, etc. Demonstrate skimming and have students practice by identifying the main idea of the readings. Be sure to point out the value of titles, paragraph headings, topic sentences, etc.

Teach scanning by using Article 1, Section 8 of a simplified constitution (powers of Congress, set out point by point) to introduce scanning for details. Have students mark significant words with highlighter pens. Repeat the activity using Article 2, Section 2 and 3 (Powers and Duties of the President)

Bring in class schedules from a nearby college, or xerox TV schedules. Have students practice scanning and skimming the schedules and answer comprehension questions.

Bring in newspapers. Have the students skim the want ads for possible jobs, houses/apartments to rent or buy, other items to purchase. When they find appropriate adds, they can scan for details.

Collect pamphlets and other materials that describe an organization's services. Pass one pamphlet out to each student. Have each student skim the pamphlet to answer questions (What organization is this? What do they do?). For scanning practice, choose a pamphlet that has a list of criteria that clients must meet, services provided, etc. Ask a question that will draw the student's attention to that listing (Who is eligible for these services?).

OBJECTIVE

R 2.1 Skim reading for main idea and scan for detail. *(continued).*

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses wh- and y/n questions clauses: noun, adverb, adjective conjunctions passive voice gerunds infinitives	skim, scan, main idea, detail any vocabulary related to the topics being studied in class	simplified U.S. Constitution *Contact U.S.A.* *Famous Americans* *Highlights of American History* *No Cold Water Either* *Meet the U.S.: People and Places in the U.S.* *An American Sampler* *Genuine Articles* *Reading Faster and Understanding More* pamphlets from community service organizations or governmental publications

EVALUATION OF OBJECTIVES

The student is given a reading selection. S/he scans for the main idea and skims for details and answers comprehension questions with 80% accuracy. (A schedule could be substituted for a reading selection.)

CULTURAL ORIENTATION

In many countries, reading is taught as a word-by-word process, so skimming and scanning may be new to the student.

Because saving time is an important cultural value, much of what we read is organized to help us read efficiently. For example newspapers have the most important facts in the first paragraph. In societies where information is controlled, or in which there are elaborate rules for how something is to be said and for how a story is to be told, reading is a slower, more deliberate activity requiring "reading between the lines" and recognizing "buzz" words that suggest what cannot be directly said. In some cultures, expressive writing, as opposed to communicative writing, is considered to be the goal for all types of writers, so for Americans, reading a newspaper in another language would have challenges that they would encounter only in poems.

OVERVIEW

COMPETENCY

R 3.0 Determine meaning and pronunciation or verify spelling of words by using an English-English dictionary.

PREREQUISITE SKILLS/KNOWLEDGE

Alphabetical order, resources available in a dictionary

OBJECTIVES

R 3.1 Determine the meaning of a word and its pronunciation by referring to an English-English dictionary.

R 3.2 Verify the spelling of a word by referring to an English-English dictionary.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use of the dictionary to write a correct business letter for varying purposes.
2. Use the dictionary to write a paper or report either for school or business.
3. Use the dictionary to find the meaning of words when reading for business or pleasure.
4. Use the dictionary to determine how a word is to be pronounced for a speech, technical report, or something more technical in a job interview.

COMPETENCY ASSESSMENT

1. The student is given a reading selection with various words underlined. The student determines the meaning, checks the spelling and figures out the correct pronunciation of the underlined words with 80% accuracy, using an English-English dictionary.
2. The student corrects a business letter for spelling and for meaning. The student is asked to read the unfamiliar words aloud to check for correct pronunciation. If the pronunciation is wrong, the student looks it up in the dictionary and then pronounces it correctly. This should be done with 80% effectiveness.

COMPETENCY

R 3.0 Determine meaning and pronunciation or verify spelling of words by using an English-English dictionary.

OBJECTIVE

R 3.1 Determine the meaning of a word and its pronunciation by referring to an English-English dictionary.

INDIVIDUAL ACTIVITIES

Give the student a reading selection with various words underlined. Let the student read the selection and unlock the meaning of the words by using an English-English dictionary. The student should then check for correct pronunciation.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Choose a dictionary that would be good as a class set and always have it available for reading activities. Also, have larger hardback dictionaries handy for longer or more complex words. Insist that the students use English-English dictionaries.

Go over the pronunciation key of the classroom dictionary thoroughly so the students can look up the pronunciation of words by themselves. To give them further practice with an activity:

1. Write high-frequency words from a current reading selection on separate pieces of paper.
2. Give each student one slip of paper.
3. The student looks up the pronunciation of his/her word in the dictionary and practices it.
4. Select a student to pronounce his/her word.
5. The other students listen and try to decide if the word was pronounced correctly or not. For additional practice, they should verify this by looking in the dictionary.
6. If the word was pronounced correctly, the student gets another word to work on.

There's a game called "Fictionary Dictionary" from a book called *Games, Games, Games*. The students look up the meanings of unusual words. The student is then allowed to think up a meaning of his/her own. When the play starts, the student stands up, shows his/her word, and then gives a meaning. (The meaning can either be the real one or a fake one the student has thought up by him/herself.) The class decides if the meaning is correct.

OBJECTIVE

R 3.1 Determine the meaning of a word and its pronunciation by referring to an English-English dictionary *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, past, past continuous, past perfect, future, present perfect clauses: adverb, adjective, noun negatives conjunctions modals: present and past, ability, advice, necessity and possibility reported speech (noun clauses) yes/no questions wh-questions gerunds infinitives	definition pronunciation key How do you say . . .? What does . . . mean? What's the pronunciation of this word? accent, stress, abbreviation, symbol, guess, predict syllable, look up, check, verify, illustration, guide words synonym	*The Federal Textbook on Citizenship* *Games, Games, Games* (pages 13-14) *Longman Dictionary* *ESL Miscellany* (for lists of common pronunciation keys) *Webster's New World Dictionary* reading texts

EVALUATION OF OBJECTIVE

The teacher gives the student a reading selection with italicized words. The student reads the selection and makes a list of the italicized words. Using an English-English dictionary, s/he finds a definition that fits the context and checks the pronunciation with 80% accuracy.

COMPETENCY

R 3.0 Determine meaning and pronunciation or verify spelling of words by using an English-English dictionary.

OBJECTIVE

R 3.2 Determine, the spelling of a word by referring to an English-English dictionary.

INDIVIDUAL ACTIVITIES

Give the student a writing with some misspelled words. The student underlines the words he/she is doubtful of and looks up the correct spelling in the dictionary.

GROUP ACTIVITIES

Give the students a writing activity. If they are studying federal citizenship, a possible topic might be "What is meant by 'The People' in the United States? Who should be permitted to vote? Are there groups who should not be permitted to vote. State your reasons. After the students write for approximately 10 to 15 minutes, have them exchange papers. Words that are incorrectly spelled or words that a student is unsure of should be circled by the student who is correcting the paper. The papers are handed back and the spellings verified by using dictionaries.

Give a dictation of words. The students write the words and then verify the spellings by looking in the dictionary. Allow the students to have English-English dictionaries available at all times.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, present perfect, past yes/no questions wh-questions negatives commands	verify, check correct the spelling How do you spell this word? syllable consonant, vowel double	*The Federal Textbook on Citizenship* *Longman Dictionary* *Webster's New World Dictionary* *New Heritage Dictionary* *The New American Roget's College Thesaurus in Dictionary Form* writing topics

EVALUATION OF OBJECTIVE

The teacher gives the student a list of words to verify the spellings of with 80% accuracy by using an English-English dictionary.

OVERVIEW

COMPETENCY

R 4.0 Locate, with help, materials in catalogs, microfiche, files, or indexes.

PREREQUISITE SKILLS/KNOWLEDGE

Alphabetical order

OBJECTIVES

The student will

R 4.1 Locate materials in a catalog, microfiche, files, or index for a variety of purposes.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use references to go locate a specific book, magazine, audio tape, record, video, etc.
2. Use an index to find specific information on an assigned topic.
3. Use reference materials in a job employment center to locate a job.
4. Use reference to locate a specific book, magazine, audio tape, record, video, etc.

COMPETENCY ASSESSMENT

1. The student has a list of items to locate in the library using the card catalog, microfiche, pamphlets and/or other files, and an index (e.g. specific pages from the index of a book) with 80% effectiveness.
2. The student uses the microfiche, catalogs, etc. in the job employment center to identify possible jobs with 80% effectiveness.

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COMPETENCY

R 4.0 Locate, with help, materials in catalog, microfiche, files, or indexes.

OBJECTIVE

R 4.1 Locate materials in a catalog, microfiche, files, or index for a variety of purposes.

INDIVIDUAL ACTIVITIES

Send the student to the school library or a local one. Practice a dialog to allow him/her to schedule or join a tour of the library and find out about the various services offered there. Explain the various reference tools beforehand (e.g. words like microfiche, reference books, card catalog, *Reader's Guide*, etc.). Give the student a project to work on so he/she can use the reference tools. Make sure the student understands that if he/she has trouble finding anything, the librarian is available for assistance.

GROUP ACTIVITIES

Do essentially the individual activity with the group. Check with the local library first and ask them when a convenient time would be to come for a tour. Let the librarian know that these students speak English as a second language. Ask the librarian to demonstrate how to use various reference materials and, if possible, to provide a list of resources. Also, have the librarian point out the foreign language collections.

Give the students a project that they will have to complete by going to the library and using the reference tools. If they are working on citizenship, have them write a short paper on a historical event important to America history. The bibliography should include materials found in the card catalog (or microfiche) , magazines, maps (so they'll have to look in an index) , etc.
Send the students to the library to check out a variety of materials (e.g. a video, a tape, a record, a pamphlet). The students bring back all the things they checked out and describe how they found them.
There is an excellent activity called "Errands" in *Experiential Language Teaching Techniques* which involves giving the students some errands to perform around town. One of the errands involves tasks at the library.

OBJECTIVE

R 4.1 Locate materials in a catalog, microfiche, files, or index for a variety of purposes *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, future, conditional yes/no questions wh-questions modals: can, could, would, may tag questions	reference books, tools video, audio tapes records locate check out, checkout counter librarian borrow return due date library card fine reserve books encyclopedia Library of Congress classification system subject title author microfiche card catalog index file alphabetical order, numerical order	*Building Real Life English Skills* *Essential Life Skills: What you need to know about reading ads, reference material, and legal documents* *Experiential Language Teaching Techniques* , page 72 the local library library orientation handouts instructor-made handouts

NOTE: Have the students work with the reference tools available to them. Some libraries are switching from microfiche and card catalogs to computer systems. If students are learning a computer system, this competency should be adapted to accommodate that change.

OBJECTIVE

R 4.1 Locate materials in a catalog, microfiche, files, or index for a variety of purposes *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a list of items to be found in the library. The student either returns with the items, or identifies from a list of reference materials/tools what he/she would use to find that particular item. This is done with 80% accuracy.

CULTURAL ORIENTATION

Libraries are different in different countries. A field trip is the best way to acquaint students with this resource. It is also advantageous to take them to more than one library, if possible. Sometimes a library in a school is arranged a little differently from the city or county or system. Give the students lots of opportunities to become familiar with the resources there. It will take them a little time to become accustomed to everything. Going to the library offers something for every student. The slower ones can take their time finding items, while the faster ones can do their work and then sit back and find something to read for pleasure. If available, have bilingual aides accompany you so that as many questions as possible can be addressed. Being independent is important in this country, so teaching the student how to use the library tools is valuable even as a cultural experience.

OVERVIEW

COMPETENCY

R 5.0 Recognize or determine word meaning from common roots, prefixes, and suffixes.

PREREQUISITE SKILLS/KNOWLEDGE

Use of the dictionary, recognition of words forms and their use in English sentences

OBJECTIVES

The student will

R 5.1 Identify basic word meaning from common roots (with some difficulty).

R 5.2 Identify basic word meaning from common prefixes and suffixes.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Make a reasonable guess about the meaning of unfamiliar words found in citizenship materials.
2. Make a reasonable guess about the meaning of unfamiliar words in classroom materials.
3. Make a reasonable guess about the meaning of unfamiliar words when reading the newspaper.
4. Make a reasonable guess about the meaning of unfamiliar words when reading insurance forms, warranties, or guarantees.

COMPETENCY ASSESSMENT

1. The student reads an unfamiliar selection with words that contain the roots, prefixes, and suffixes the student has already studied. The student makes a guess about the meaning of unfamiliar words based on his/her knowledge of the roots, prefixes and suffixes. The student writes down his/her definition with 80% accuracy.
2. The student is given a list of roots, prefixes and suffixes studied. The student determines the meaning of words containing them with 80% accuracy.

COMPETENCY

R 5.0 Recognize or determine word meaning from common roots, prefixes, and suffixes.

OBJECTIVE

R 5.1 Identify basic word meaning from common roots (with some difficulty).

INDIVIDUAL ACTIVITIES

Give the student a list of common Greek and Latin roots. Using a selection from the *Federal Textbook on Citizenship*, have the student identify words from that selection that contain any of these roots. Let the student establish an index file with the roots and related words. The student writes the root on one side and related words on the other. In this way, as the student reads, he/she can add related words easily. If the student can draw a picture of what the root means on the front of each card, it can be a powerful memory device.

GROUP ACTIVITIES

Do the same thing with the class as the tutor did with the individual student. The students may choose to make a notebook versus an index file just for ease in carrying things back and forth from school.

Group Activity.

1. Break the class into small groups.
2. Divide up selections from the *Federal Textbook on Citizenship* or selections from other texts
3. Give each member of the group a list of Latin and Greek roots.
4. Let the group find words with these roots.
5. Using a dictionary, have them find other words associated with that same root.
6. Have the group make a diagram of one root and its related words on a large piece of paper for display. (For example, the group could show the root word as a trunk and the related words branching off.)
7. Hang up the papers so that the students can share the work they did in groups.

This could also be done on regular-sized paper, xeroxed, and given to each member of the class for his/her notebook.

Give each member of the class a root word. He/she finds related words and a way to pictorially describe the root. S/he shows the rest of the class the root, its related words, and where it came from in the reading selection.

OBJECTIVE

R 5.1 Identify basic word meaning from common roots (with some difficulty) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adverbs adjectives nouns verbs yes/no questions wh-questions	words related to citizenship from Latin and Greek roots; for example: agriculture, refund, progress, gradual, judicial, collect, manuscript, intermediary, minute, patriotic, depend, complicate, duplicate, import, position, regulate, direct, disrupt, automatic bibliography, chronicle, democrat, philosophy, telephone, monopoly, telegraph, typical, etc.	*ESL Miscellany* *Contemporary Vocabulary* *25 Strategies* *Federal Textbook on Citizenship* *The Story of Our America* dictionaries index cards paper to draw on (newsprint works well) lists of Latin and Greek roots

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet containing words that have previously-studied roots in them. The student identifies the meaning of each root and then puts the word into an appropriate sentence.

For example:
1. democracy _____
2. manuscript _____
3. patriot _____

1. A _____ is a person who loves his/her country.
2. A _____ is a government of the people.
3. A very famous _____ written mainly by Thomas Jefferson is "The Declaration of Independence."

COMPETENCY

R 5.0 Recognize or determine word meaning from common roots, prefixes, and suffixes.

OBJECTIVE

R 5.2 Identify basic word meaning from common prefixes and suffixes.

INDIVIDUAL ACTIVITIES

(Prefixes and suffixes should be introduced separately. The activities from the previous competency apply, but the material should be introduced slowly over time.

Give the student a list of either prefixes or suffixes (and their meanings) that occur frequently in their reading material. If the student is studying the *Federal Textbook on Citizenship* have him/her find the words with common prefixes and or suffixes. Let the student write the prefix and/or suffix on one side of an index card and the related word or words from the reading material on the other. If the student is working with suffixes, s/he should note what part of speech the ending identifies. S/he can add these cards to the index file containing roots.

GROUP ACTIVITIES

Do the individual activity with the entire group except perhaps the group would rather keep the words in the notebooks they began on roots than in an index file.

Pair or Group Work.

1. Divide the class into small groups or pairs.
2. Give each group several prefixes (or suffixes) on small cards. Write the meaning of the prefix (or suffix) too.
3. The students identify words with the prefixes (or suffixes) from their reading material.
4. Together they decide on a meaning.
5. One member of the group checks the group meaning against a dictionary definition.

OBJECTIVE

R 5.2 Identify basic word meaning from common prefixes and suffixes *(continued)*.

GROUP ACTIVITIES *(continued)*

This is a good activity for using suffixes to identify different parts of speech.

1. Give the students a simplified reading selection adapted from the *Federal Textbook on Citizenship* or other reading material.
2. Delete the words which have suffix endings and insert blanks. i
3. In the blanks have the students guess which part of speech would be used. (She/he writes "noun," "adjective," adverb," and "verb".
4. Next give the student a list of the deleted words.
5. Have the student organize the list into nouns, verbs, adjectives, and adverbs.
6. The student matches the words in the list to the text using the suffix endings to help determine the part of speech.
7. The student compares his/her text to the original one.

Play "Concentration" with prefixes and suffixes and their meanings.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adjectives adverbs nouns verbs yes/no questions wh-questions	words with prefixes and suffixes possible list from citizenship materials: atypical, abstain, benefit, conversation, correspond, co-exist, contradict, descend, distrust, innocent, immoral, illegal, irresponsible, misuse, preconceive, reclaim, secede, uniform, vice-president, presidency, organization, freedom, profiteer, segregationist, idealism, payment, democracy, membership, visible, criminal, successful, democratic, harmless, happily, backward, widen, beautify, symbolize comparative and superlative endings noun and verb endings	*Reflections* *ESL Miscellany* *25 Strategies* *Contact U.S. A.* *Insights and Ideas* *Federal Textbook on Citizenship* *Bilingual Education Resource Series* Games and Activities for Teaching ESL prefix and suffix lists

OBJECTIVE

R 5.2 Identify basic word meaning from common prefixes and suffixes *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet containing words that have previously-studied prefixes and suffixes. The student identifies the meaning of the word and then puts the word into an appropriate sentence with 80 % accuracy.

For example: misuse, illegal

1. A government official is not allowed to _____ public money.
2. It is _____ to drive over the speed limit.

SKILLS EXPANSION

The teacher gives the student a worksheet of related words with different suffixes. The student puts the correct word in the blank for the appropriate sentence.

For example: reality, realize, real, really

1. The _____ of my situation was obvious.
2. I hope to _____ my goals one day.
3. My _____ life is living in the U.S. now.
4. I _____ hope to go back to my country one day.

OVERVIEW

COMPETENCY

R.6.0 Determine meaning using contextual clues

PREREQUISITE SKILLS/KNOWLEDGE

Understand basic roots and how suffixes and prefixes influence meaning; know to use the dictionary; know how words relate to each other in a sentence and how punctuation influences context clues (Make sure the students have done the type of contextual clue activities suggested for Level 2 before doing the activities suggested for Level 3.)

OBJECTIVES

R 6.1 Identify the approximate meaning of a word by using context clues.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Determine meaning of words in the environment (e.g. on posters, signs, advertisements).
2. Determine meaning from the words context in business letters or other on-the-job written communications.
3. Determine meaning of words from authentic reading passages (e.g. *Federal Textbook on Citizenship*).

COMPETENCY ASSESSMENT

1. The student receives written material from a topic area (e.g. citizenship, health, job, etc.). Some of the words are italicized. The student determines if the context can help him/her decide on an approximate meaning and then provided it with 80% accuracy.
2. The student receives a list of words used in context. The student underlines the part of the sentence that helps him/her decide on the approximate meaning and then writes what he/she thinks the word means with 80% accuracy.

COMPETENCY

R 6.0 Determine meaning using contextual clues

OBJECTIVES

R 6.1 Identify the approximate meaning of a word by using context clues.

INDIVIDUAL ACTIVITIES

Give the student a worksheet with words used in context. Have the student determine the meaning of the word. Selections can be made from materials listed in the materials/resources section or by the teacher. Here is an example taken from the *Federal Textbook on Citizenship*:

"Other cities own and operate their own public utilities." (Here the context is not clear enough to make a guess at meaning so the student would indicate that.)

"In some cities there are public utilities-companies that supply gas, electricity, telephone service, and streetcar or bus service. (Here the student could make a guess from context.)

GROUP ACTIVITIES

Do the individual activity with the entire group.

Group Work. Give 3 or 4 students a reading selection. Have them read it together and select all the words they don't know. Have them guess the meaning of the words based on the context. They should write down the meaning that the group decided on. Then let them look up the words in the dictionary to determine how close they came to the actual meaning.

Have the students bring in words they didn't know from various readings, but were able to guess because of the context. (Make sure they include the context.) Type up the list and have students guess the meaning of the words the other students collected.

Context Clue Game. (A commercially prepared board game where the students move around the board based on the answer given to words in context See resources.)

Give each group lists of words used in context. They underline the part of the sentence that helps them decide on the approximate meaning and them write their guess about the meaning.

OBJECTIVES

R 6.1 Identify the approximate meaning of a word by using context clues *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, past, past continuous, past perfect, present perfect, future yes/no questions wh-questions clauses: adverb, adjective, noun reduced clauses (e.g. appositives) gerunds infinitives modals: present and perfect passive voice conjunctions conditionals	context clues guess meaning grammar clues definition vocabulary used in context from the different topic areas	*Reflections* *Federal Textbook on Citizenship* *Study Skills for Students of English as a Second Language* *25 Strategies* *Context Clue Game* *Context* *News for You* or other current events publications worksheets with words where context clues help the student determine meaning

EVALUATION OF OBJECTIVE

The teacher gives the student a worksheet based on reading material being used in class. The student guesses the meaning of the underlined words using the context, if possible. The student should indicate if it is not possible to guess at the meaning. This should be done with 80% accuracy.

For Example:

1. The delegates from small states wanted an equal vote. (meaning not possible from context)
2. The delegates, chosen by the people in the state, go to Washington D.C. (meaning perhaps possible).
3. The delegates, chosen by the people in the state to represent them, go to Washington D.C. (meaning possible to guess).

OBJECTIVE

R 6.1 Identify the approximate meaning of a word by using context clues *(continued).*

SKILLS EXPANSION

Relate this activity to the dictionary competency, Reading Competency #4. Let the students find words in their reading from the textbook that they do not understand. Have them look up the correct meaning in the dictionary by comparing the word in the sentence to the list of possible definitions. This teaches the students to choose the proper definition by comparing the context to the possible definitions.

Since guessing meaning from context is often connected to punctuation (commas, parentheses, and dashes), have the students do punctuation exercises to show how punctuation can influence meaning.

CULTURAL ORIENTATION

Guessing from context is harder for some students than for others. If the student speaks a language related to English, it can be easy while for students from non-related languages, it becomes more difficult. Some students almost refuse to do this exercise because they feel uncomfortable guessing. They want to know the exact meaning and do not trust themselves to make a guess. Be firm. Don't let them use dictionaries since it will only defeat the purpose.

OVERVIEW

COMPETENCY

R 7.0 Read and understand directions.

PREREQUISITE SKILLS/KNOWLEDGE

Command form in both affirmative and negative, vocabulary for directions, prepositions, idioms and two-word verbs used in giving directions

OBJECTIVES

The student will

R 7.1 Follow directions from written materials.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Follow written directions in cooking (either on the back of a box , can or by recipe).
2. Follow written directions to complete a form.
3. Follow written directions from notes written by someone else.
4. Follow written instructions to assemble something or learn how to play a game.

COMPETENCY ASSESSMENT

1. The student is given a written series of directions to complete a task. The student reads the directions and follows the instructions step-by-step with 80% accuracy.
2. The student reads the directions to become a naturalized citizen. S/he outlines the steps orally or in writing and answers comprehension questions with 80% accuracy.

COMPETENCY

R 7.0 Read and understand directions.

OBJECTIVE

R 7.1 Follow directions from written materials.

INDIVIDUAL ACTIVITIES

Give the student a form to complete accompanied by instructions on how to fill it out. Have the student circle or highlight important words in these instructions and then fill out the form correctly. (The forms could be income tax, insurance, INS forms, etc.) The items the student might circle or highlight:

Please Print
Complete if at present address less than two years
Check
If "YES" in question, give reason, etc.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Bring a box or can of something easy to cook and the utensils needed to complete the cooking process.

1. Give each student a copy of the directions.
2. Let the students read the directions.
3. Ask for volunteers to follow the directions for cooking the item.
4. Before the cooking begins, ask the students about items to add to the dish, and how the dish is to be completed.
5. Let the volunteers start cooking.
6. Step back and let the students monitor themselves.
7. Enjoy tasting whatever it is the students cooked. (This could stimulate a bigger project where the students donate their favorite recipe to make a class cookbook. Have a potluck supper to taste all the interesting dishes.)

OBJECTIVE

R 7.1 Follow directions from written materials *(continued)*.

GROUP ACTIVITIES *(continued)*

If the students are studying the *Federal Textbook on Citizenship*, have them read the section on how a bill becomes a law.

1. Have them brainstorm the steps from the reading material.
2. Outline the steps.
3. Divide the class into two houses of Congress.
4. Let the class choose a subject for a bill to become a law. (It can be anything of current interest, even immigration reform.)
5. The class takes the bill through Congress according to the steps outlined.

A president and a clerk will also be needed but they should not act as members of the Congress. An interesting dimension is that the president has the power to veto the bill. Don't worry too much about the numbers of students for this activity. Even a small group can go through the process well enough to understand.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
negative and affirmative commands adverbs to show sequence wh-questions yes/no questions tenses: present and future modals: ability, advice, necessity infinitives gerunds passive voice	vocabulary related to cooking: liquid, container, scoops, medium, high, low heat, sauce, beat, stir, mix, supply etc. vocabulary related to citizenship activity: bill, clerk, reading of the bill, committee, president, vote ,veto, amend, pass, fail, sign, majority, etc. vocabulary related to written directions: go, straight, ahead, turn, left, right, down, up, on the left, right, block next, then ordinal numbers: first, second, third, etc.	*Stepping Out* *Building Real Life English Skills* *Reading for Survival in Today's Society* *Experiential Language Teaching Techniques* *LABEL* *Federal Textbook on Citizenship* *Settling In* application forms to fill out a box or can of something to eat with written directions on how to prepare it

OBJECTIVE

R 7.1 Follow directions from written materials *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the student written directions on how to prepare a dish, assemble or repair something. The student reads the instructions and then answers comprehension questions on the instructions with 80% accuracy. (An alternative to answering comprehension questions would be to have the student follow the written instructions with 80% effectiveness.)

CULTURAL ORIENTATION

Make sure the students become very skilled in expressing complaints in a polite way. Often students at this level address a complaint too directly and it can sound rude to native speakers.

OVERVIEW

COMPETENCY

R 8.0 Make inferences from sentences or simple paragraphs.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to identify how formal and informal language sets the tone of a written piece of material; understand how the connotation of a word can change its meaning

OBJECTIVES

The student will

R 8.1 Separate fact from opinion in written materials.

R 8.2 Draw conclusions from written materials.

R.8.3 Predict the outcome of a situation from a written piece of material.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Separate fact from opinion in newspaper articles and magazines.
2. Draw conclusions from written materials used in class.
3. Interpret the meaning of political cartoons or jokes
4. Interpret the actual meaning of written language used for persuasion in advertisements, job announcements, etc.

COMPETENCY ASSESSMENT

1. The student receives a written selection from reading materials used in the classroom. The student makes a prediction on the outcome of the piece and draws conclusions from statements written. The student is given selected sentences from the same written selection and marks which statements are facts and which ones opinion, with 80% accuracy.
2. The student receives an article from the newspaper or a news magazine. The student is asked to predict the outcome after reading the piece. The student answers true/false statements and also indicates which statements are fact or opinion based on the writing sample. (Topics can come from any area of study; for example, pollution, AIDS, drug abuse, treaty agreements between countries). This is done with 80% accuracy.

COMPETENCY

R 8.0 Make inferences from sentences or simple paragraphs.

OBJECTIVE

R 8.1 Separate fact from opinion in written materials.

INDIVIDUAL ACTIVITIES

Give the student a worksheet with statements of fact and opinion. Have the student mark "f" for fact or "o" for opinion. Next give the student a factual piece of information and one stating opinions. Have the student identify which statements are related to facts and why. Have the student identify which statements are opinions and why. (Advertisements are a good resource for this activity.)

GROUP ACTIVITIES

Have the students brainstorm the different types of vocabulary used when stating fact and opinion. Give the students some written selections to read and have them identify which statements are facts and which are opinions. (The newspaper is excellent for this activity if the students have a high enough reading level. If they don't, a newspaper such as "News for You" is very informative, but written at a lower reading level. Level 3 students should be able to read "News for You" easily.)

OBJECTIVE

R 8.1 Separate fact from opinion in written materials *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple, simple present, past, past continuous, past perfect, present perfect, future modals: present and perfect conditional tense clauses: adjective, adverb, and noun gerunds infinitives conjunctions transition words passive voice	The evidence states believe, think, suppose It is . . . opinion that . . . check the information What clues did you find to . . . Could that really have happened? real The facts are, state qualifying words: but, however, frequency adverbs such as never, always,seldom, hardly	*The American Dream* *Teaching Comprehension: A Handbook of Reading Strategies 25 Strategies* *News for You* the local newspaper news magazines copies of famous speeches or documents from American history

EVALUATION OF OBJECTIVE

The student is given a worksheet with statements on it. The student indicates if the statements are fact or opinion with 80% accuracy.

CULTURAL ORIENTATION

Separating fact from opinion is a very important step in the student's language development. This is very clearly illustrated by working with stereotypes; fact becomes observation and opinion becomes judgment. Students will unfortunately encounter prejudice and stereotyping. In fact, they will probably take part in doing it themselves. It becomes necessary for them to be able to have the language skill to say, "I understand that is your opinion, but here are the facts." They should also be able to identify the prejudice in their own thinking.

COMPETENCY

R 8.0 Make inferences from sentences or simple paragraphs.

OBJECTIVE

R 8.2 Draw conclusions from written materials.

INDIVIDUAL ACTIVITIES

Give the student a worksheet with statements on which s/he must base a conclusion. Remember that this is "reading between the lines" so give the student plenty of clues on which to base his/her conclusion.

The colonists were angry at the high taxes on tea. They didn't want to pay the tax. A new shipload of British tea came into Boston harbor. The colonists were marching toward the ship. They had decided _____ .

The Americans fired and the British were forced back. For a second time, the Americans fired and the British were forced back. However, the third time the British attacked, the Americans had no more bullets left so they _____ .

GROUP ACTIVITIES

Using an overhead projector, do the individual activity with the entire group. If citizenship materials are being used, the sentences will probably have to be teacher-generated.

Have the students bring in job announcements and advertisements. Separate the class into groups of three or four. Give each group some advertisements and job announcements. As a group let them draw conclusions about the product or job offered. On a piece of newsprint the students can list the words, parts of sentences, etc. that made them come to their conclusion. Let the groups report the findings to each other.

For a very advanced class put a speech from Martin Luther King, Jr., Abraham Lincoln, John F. Kennedy, etc. on an overhead projector transparency. Give each student an individual copy as well. Go through the piece and analyze it. Inferences could occur in the title, with figures of speech (metaphors or similes) used to make a point. Draw conclusions about the piece based on what is written.

OBJECTIVE

R 8.2 Draw conclusions from written materials *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple, simple present, past, past continuous, past perfect, present perfect, future modals: present and perfect forms conditional tense clauses: adjective, adverb, and noun gerunds infinitives conjunctions transition words passive voice	infer reading between the lines tone connotation simile (figure of speech using "like" or "as") metaphor (figure of speech, doesn't use "like" or "as") hidden meaning, symbolic, literal, nonliteral explicitly state, clues verify, support a position compound sentences with subordinate clauses: because, since due to the fact that, by reason of, on account of	*Reflections* *25 Strategies (an excellent inference exercise using Martin Luther King, Jr.'s "Letter from Birmingham Jail")* *The American Dream* *Reading for Survival in Today's Society* *The Story of Our America* worksheet with inference exercises examples of advertisements, job announcements, written materials with persuasive language

EVALUATION OF OBJECTIVE

The teacher gives the student a written piece of material to read. The student completes statements based on the reading. The completion of the statements are conclusions the students have formulated from the reading material. The student does this with 80% accuracy.

CULTURAL ORIENTATION

Students have a lot of trouble with phrases like, "It hit me like a ton of bricks." "She's as stubborn as a mule." "He's as clever as a fox", etc. Such idiomatic phrases are common and students need frequent practice. The students most often have similar expressions in their own languages which can be shared.

COMPETENCY

R 8.0 Make inferences from sentences or simple paragraphs.

OBJECTIVE

R 8.3 Predict the outcome of a situation from a written piece of material.

INDIVIDUAL ACTIVITIES

Prepare an open-ended reading selection for the student. Have the student predict an ending or even several endings. (The selection *The Lady or the Tiger* is the type of open-ended piece that is great for predictions). If citizenship is being taught, center the story around a historical event or an issue of citizenship (e.g., a story on civil obedience and the consequences of such an action).

GROUP ACTIVITIES

Do the individual activity with the entire group, only let the students share their endings with each other. Make sure they support their predictions with each other.

Give the students a story. Have them cover all but the first paragraph. After they read , ask, "What happens next?" Read the second paragraph and ask again. Proceed this way throughout the entire story. Choose stories that are suspenseful and not too long (no more than three pages.) This activity generates a lot of discussion and students are continually able to check their predictions. (If going paragraph by paragraph takes too long, read several paragraphs before having the students make predictions.)

Give the students a famous document and change some of the wording. Have the students predict how that would have changed the outcome of history in some way. For example, a quotation from The Declaration of Independence,

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
What if the word men were changed to "women" or "certain people"? What if the word "Liberty" were not in the document or exchanged with another word (s)? What words would you like to change in the document and what effect would those changes have? etc.

OBJECTIVE

R 8.3 Predict the outcome of a situation from a written piece of material *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: , simple present,present continuous past, past continuous, past perfect, present perfect, future conditional tense modals: present and perfect clauses: adjective, adverb and noun gerunds infinitives transition words conjunctions passive voice	predict outcome, result What will happen if . . . What would happen if . . . What might have happened if . . . If we changed this . . . to this . . . what would happen? inevitable in this case evidence, facts support your viewpoint, perspective	*Great American Stories* *Teaching Comprehension: A Handbook of Reading Strategies 25 Strategies* *The American Dream* *Encounters With America's History* *The Federal Textbook on Citizenship* The Declaration of Independence or examples of other famous documents or speeches

EVALUATION OF OBJECTIVE

The teacher gives the students a worksheet with a written selection and several outcomes to choose from. The student will choose the best outcome based on the facts in the reading selection. The student also indicates if other predictions are possible, and, if so which ones could be selected based on the evidence cited. Additionally, the student also states why an outcome would not be possible. This is done with 80% accuracy.

SKILLS EXPANSION

Use an open-ended story activity, but make it a listening comprehension activity instead.

1. Show the students a movie with a strong plot or something mysterious or suspenseful (e.g., *El Norte*)
2. Stop the video at certain spots and ask the students to predict what will come next.
3. With a movie like *El Norte* , the students could write the next chapter after the movie ends or even write a short play to extend the activity.

OVERVIEW

COMPETENCY

R 9.0 Synthesize information from a variety of sources (e.g., ads, short articles, instructions, citizenship materials, etc.).

PREREQUISITE SKILLS/KNOWLEDGE

Ability to separate the main idea from details; categorize details into larger topic areas; read a variety of materials including newspaper and magazine articles (simplified, if necessary)

OBJECTIVES

The student will

R 9.1 Synthesize (construct parts into a new whole) information from a variety of written sources (e.g., ads, short articles, instructions, citizenship or other content materials) in order to make plans, decisions, or form opinions.

POSSIBLE LIFE SKILLS APPLICATIONS

1. After comparing ads, purchase the best product for the money.
2. Make decisions about raising children after reading about different child-rearing techniques.

COMPETENCY ASSESSMENT

1. The student will read a variety of advertisements about apartments, cars, or homes. S/he will choose the best value for his/her needs. This is done with 80% accuracy.
2. The student reads short articles discussing the various aspects of a particular problem. S/he devises a solution to the problem based on the reading material. The student must identify the areas in the reading which lead to the intended solution. This is done with 80% accuracy. (Possible topics: immigration issues affecting students, smoking rules, health, homelessness, taxes, environment, etc.)
3. The student devises a project based on a particular topic area, and completes the project with 80% accuracy. (Example: The student reads about various aspects of being disabled and then draws up interview questions to interview disabled persons. The student may also choose to walk on crutches or wear ear plugs for a while to simulate being disabled and then record his/her feelings. Finally the student may choose to offer some suggestions for helping the disabled. The project could be given orally or in writing and should directly relate to reading materials.)

COMPETENCY

R 9.0 Synthesize information from a variety of sources (e.g., ads, short articles, instructions, citizenship materials, etc.).

OBJECTIVE

R 9.1 Synthesize (construct parts into a new whole) information from a variety of written sources (e.g., ads, short articles, instructions, citizenship or other content materials) in order to make plans, decisions, or form opinions.

INDIVIDUAL ACTIVITIES

Give the student guided readings dealing with a particular topic. (Guided readings have comprehension questions that are ordered so that the first answer is at the beginning of the reading and the last answer is at the end.) Then discuss the readings with the student. Have the student give opinions or make recommendations based on the reading material, and identify what helped him/her come to that particular conclusion.

GROUP ACTIVITIES

Have the students compare ads of similar items and identify the stated benefits and the unstated disadvantages. They should choose the best item for the value and quality.

Have the students make a plan to solve a problem by reading a variety of materials on the same topic. Have them present their plans to each other in a speech or informally.

Have students read commercially prepared materials that have sections where the students are asked to do things which synthesize the reading material. For example, Contact U.S.A. has two readings for every topic with many exercises which include synthesis of the material.

Use Famous Americans as the initial reading source, and then supplement it with readings (3-5 paragraphs) distilled from low-level biographies of famous Americans: George Washington, Harriet Tubman, Davy Crockett, Mark Twain, Amelia Earhart, and others. Do only one reading about a famous American per class. Supplementary readings should present new information or take a new position on the hero or heroine so that the student is required to synthesize the information. Conversation groups where the students can exchange information concerning the different readings would be ideal. Make sure the students can defend their ideas by using information from the readings.

The Melting Pot versus The Salad Bowl:
Find or have students collect readings that present the above two philosophies of cultural mixing. What are the benefits and hazards in each? Has the U.S. always been a melting pot? Are there examples of American toleration for cultural separation (Amish, Indian reservations, cultural districts in larger U.S. cities, etc.)? The students can discuss or write about the readings. They should be able to cite places in the readings that influenced their positions.

OBJECTIVE

R 9.1 Synthesize (construct parts into a new whole) information from a variety of written sources (e.g., ads, short articles, instructions, citizenship or other content materials) in order to make plans, decisions, or form opinions *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses including the conditional clauses: adverb, adjective, and noun passive voice modals conjunctions gerunds infinitives	details, main idea, support, categorize, revise, reorganize, summarize, explain, create, devise, combine, plan, theory, hypothesize, draw up a plan	*Contact U.S.A.* *News for You* *Famous Americans* *Reading Success* *Read On, Speak Out* *Stimulus* *Reading, Thinking, Writing* *No Cold Water, Either* *The American Dream* *Genuine Articles* *Getting Help* *Questions and Answers on American Citizenship* related articles from magazines and newspapers

EVALUATION OF OBJECTIVES

The student is given two or three reading selections based on a similar topic area. The student is then asked questions which involve synthesis of the material. This is done with 80% accuracy.

Sample questions:

1. Can you make up a problem that needs to be solved based on these three readings?
2. What would our lives be like if . . .?
3. Do you think that . . . Why? What would be your plan to improve the existing situation?
4. What do you think will happen in 5, 6, . . .years? Why? What kind of new rules will be needed?
5. Based on these readings, work with another classmate and devise a list of questions for an interview.

An optional evaluation could be to give the student a topic and allow him/her to find articles or readings to support his/her view. For example:

1. The Ku Klux Klan is an anti-African American organization in the U.S. The communist party is an anti-democratic organization. Are these types of groups legal in the U.S.? What is your feeling about that?
2. In some countries taxes are high, but the government does a lot for its citizens, such as provide free medical assistance. Find out what happens to tax money in this country by doing research. Do you think the tax money is spent well? What are some other ways tax money could be better spent ?

OBJECTIVE

R 9.1 Synthesize (construct parts into a new whole) information from a variety of written sources (e.g., ads, short articles, instructions, citizenship or other content materials) in order to make plans, decisions, or form opinions *(continued)*.

NOTE: Synthesis is actually a high level thinking skill. As it applies to reading, it is necessary for comprehension. Before the students can synthesize material, however, they must go through other levels of thinking. Listed below are the levels of as identified by Bloom's Taxonomy of the Cognitive Domain. They are included here as a guide for the teacher. It is suggested that the students go through reading material in this order. It is futile to ask the student to evaluate or synthesize something s/he does not understand at the comprehension or application level.

1.00 **Knowledge**--the simple recall or memorization of information, rules, and methods. Concepts at this level: knows names, dates, locates information in the selection, matches pictures to words, states facts, etc.

2.00 **Comprehension**--simple understanding of the reading. Concepts at this level: identify the main point; summarize the. . ., compare the characters, events, actions: summarize the details, etc.

3.00 **Application**--ability to use the rules, facts, ideas or principles. Concepts at this level: demonstrate by solving a problem, show application of known information, predict from what is presently known, separate facts from opinion, etc.

4.00 **Analysis**--the breaking down of the whole into its parts or to see relationships. Concepts at this level: outline the main ideas, describe the steps to solving the problem, paraphrase ideas or information, predict beyond what is stated, identify relevant information, etc.

5.00 **Synthesis**--the ability to construct the parts into new wholes which are often represented by abstract ideas, new modes of expression, and new plans. Concepts at this level: combine rules and procedures to form new rules and procedures, solve the task, design something new, select the best method or procedure to adapt to a new task, rewrite a story,or article into a play or poem, etc.

6.00 **Evaluation**--judging of the material, ideas and information using some criteria. Concepts at this level: compare and contrast, justify the conclusion, support ideas and opinions with evidence, etc.

This version of Bloom's Taxonomy comes from *Teaching Comprehension: A Handbook of Reading Strategies,* James D. Worthington, Ginn Custom Publishing, Massachusetts, 1980.

OVERVIEW

COMPETENCY

R 10.0 Read and interpret simple diagrams, charts, graphs, or maps.

PREREQUISITE SKILLS/KNOWLEDGE

Able to read numbers with several digits, familiar with decimals and fractions

OBJECTIVES

The student will

R 10.1 Extract information from simple graphs, charts, diagrams and maps.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Interpret pictorial information (especially maps of the U. S.) included in *Federal Textbook on Citizenship* or other textbooks.
2. Interpret charts, graphs and diagrams used at work
3. Interpret charts, graphs, diagrams, and maps used in the newspaper.
4. Interpret diagrams used to describe how to assemble an object.
5. Interpret charts, diagrams, and graphs used in explaining health and nutrition.

COMPETENCY ASSESSMENT

1. The student receives a chart, graph, diagram, or map to interpret by first reading and then answering comprehension questions, with 80% accuracy. The charts, graphs, diagrams, or maps can come from any job-related or life-skills context the student has studied. (They should be related to the information studied, but different from the ones actually used in the course.)
2. The student reads the graphs, charts, and maps found in citizenship materials and gives an oral explanation of what the information means with 80% accuracy

COMPETENCY

R 10.0 Read and interpret simple diagrams, charts, graphs, or maps.

OBJECTIVE

R 10.1 Extract information from simple graphs, charts, diagrams and maps.

INDIVIDUAL ACTIVITIES

Using the *Federal Textbook on Citizenship* or other textbook with pictorial aids, have the student locate diagrams, charts, graphs or maps. Go over the different types of graphs found (line, bar and circle) and how to read them. Have the student write the answers to comprehension questions.

GROUP ACTIVITIES

Using different types of resources, have the students find maps, diagrams, charts and graphs. (Resources can include magazines, books, cookbooks, atlases, encyclopedias, dictionaries, almanacs, etc.) Have them choose one to report on. The student shows his/her map, diagram, chart or graph and gives a very short report on the information.

Using the *Federal Textbook on Citizenship* (or other textbook) do a modified jigsaw reading activity with maps, charts, graphs, and diagrams.

1. Choose charts, diagrams, graphs or maps.
2. Before class make up a worksheet of comprehension questions about the charts, diagrams, graphs or maps to be used. Try to write at least two questions for each one and mix the questions up on the worksheet.
3. Divide the students into groups of 3 or 4. Give each group one of the maps, charts, graphs or diagrams and each member a worksheet.
4. Go through the questions with the students and tell them that they will have to read their pictorial to answer two or three of the questions. It is their task as a group to find which questions to answer and then write the appropriate answer.
5. Monitor the groups. When they have answered as many questions as possible, tell them to stand up and find the remaining answers by asking the other students.
    a. Complete questions must be asked.
    b. They cannot read each other's answers. They must write the answer from what they hear.
    c. Students should ask no more than one question to a student at any one time.
6. They return to their groups and compare answers when they are done.
7. Go over it as an entire group.

OBJECTIVE

R 10.1 Extract information from simple graphs, charts, diagrams and maps *(continued)*.

GROUP ACTIVITIES *(continued)*.

Put a chart, graph, map, or diagram on an overhead projector. Ask the individual members of the class to come up and point out answers to questions asked by the teacher.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, future, present perfect comparatives superlatives adverbs adverb clauses: before, after, when, while wh-questions yes/no questions	graph, bar, line, circle map, legend, scale, longitude, latitude chart,diagrams, first, next, last, finally title, column, row, total, ratio vertical axis, horizontal axis, measure period of time solid line, broken line shaded area, category percent, proportion increase, decrease show, represent	*Consumer Math* *Working with Numbers-Hexagon* *Building Real Life English Skills* *Number Power* *Reading for Survival in Today's Society* *Study Skills for Students of English as a Second Language* *Federal Textbook on Citizenship* *Information Please Almanac* *WAESOL Newsletter,* Spring, 1985 (Article on jigsaw reading) *U.S. News and World Report* (The back page always has graphs, charts and maps of current interest.) worksheet of questions for the jigsaw reading activity copies of maps, charts, graphs and diagrams for the jigsaw reading activity

EVALUATION OF OBJECTIVE

The teacher gives the student a chart, diagram, map, or graph with comprehension questions. The student answers the questions with 80% accuracy.

SKILLS EXPANSION

Have the students make their own maps, graphs, charts, or diagrams from the reading materials. They could also conduct an interview and chart the answers on a graph. With the citizenship materials they could make maps showing the first colonies, etc. Having the students actually create some of these resources will make them seem more relevant.

OVERVIEW

COMPETENCY

R 11.0 Read Roman numerals and other non-Arabic symbols.

PREREQUISITE SKILLS/KNOWLEDGE

Understand numerical values, understand that symbols are used to replace longer written forms in certain cases

OBJECTIVES

The student will

R 11.1 Recognize the numerical value of Roman numerals.

R 11.2 Recognize the meaning of common symbols found in reading materials.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Read dates, page numbers, or chapter numbers written in Roman numerals
2. Read symbols used for measurement
3. Read outline materials using Roman numerals
4. Read symbols used to designate mathematical concepts
5. Read other common symbols used in books or written materials (e.g., °, @, copyright, etc.)

COMPETENCY ASSESSMENT

1. The student receives a worksheet with Roman numerals and common symbols on it. S/he writes the equivalent Arabic symbols for the Roman numerals and the English words for the symbols with 80% accuracy. (This could also be done as a matching exercise.)
2. The student locates designated Articles of the Constitution by reading the Roman numerals as well as indicates understanding of other symbols (e.g., copyright, °, &, %, etc.) that occur in the citizenship text with 80% accuracy.

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COMPETENCY

R 11.0 Read Roman numerals and other non-Arabic symbols.

OBJECTIVE

R 11.1 Recognize the numerical value of Roman numerals.

INDIVIDUAL ACTIVITIES

Give the student a workbook sheet from the reference listed in the resources section. The student reads the page describing Roman numerals and does the exercise. Then have the student find examples of Roman numerals used in the reading materials, notably any citizenship material being worked on.

GROUP ACTIVITIES

Introduce the concept of Roman numerals either on the overhead or blackboard. Choose students to read them.

Have students collect samples of Roman numerals. Ask them to bring in the numerals they find and where they found them. Write the numerals on a worksheet and have the rest of the class read them.

Pair work:

1. Give Student A a list of Roman numerals.
2. Give Student B a list of Arabic numerals and the equivalent Roman numeral.
3. Student B tells student A which numeral to find.
4. Student A points to the correct numeral and student B corrects it according to his/her paper.
5. Give the pair new lists of numbers and have them exchange parts.

Have the students look at a document such as the U. S. Constitution and read the Roman numerals in the articles. Have them find Article 11, 13, etc. Have them locate other citizenship documents with Roman numerals.

OBJECTIVE

R 11.1 Recognize the numerical value of Roman numerals *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense yes/no questions wh-questions	Roman numerals Arabic numerals means equals equivalent to plus minus	*Spectrum Mathematics*, Red Book-Second Edition *ESL Miscellany*, *Federal Textbook on Citizenship* *The U.S. Constitution* dictionaries that have lists of Roman and Arabic numerals

EVALUATION OF OBJECTIVE

Give the students a matching activity. In Column A write the Arabic numerals and in Column B write the Roman numerals. The student draws a line to the matching pairs with 80% accuracy.

SKILLS EXPANSION

Roman numerals can also be incorporated into a written unit on outlining materials.

1. Choose a sample from the current reading text.
2. Have the student find the main topics and put them under main headings with Roman numerals.
3. Have them find supporting details and put the details under the correct heading using capital letters.
4. If there are any subtopics under the details have the students use Arabic numerals.

The Write Stuff: Writing For a Purpose has a useful unit on outlining.

COMPETENCY

R 11.0 Read Roman numerals and other non-Arabic symbols.

OBJECTIVE

R 11.2 Recognize the meaning of common symbols found in reading materials.

INDIVIDUAL ACTIVITIES

Give the student a worksheet with common symbols and their written equivalents. Have the student find the common symbols in reading material, on signs, or other places in the environment. Ask the student to make a list of the symbols found. Put the symbols on a language master for the student to study.

GROUP ACTIVITIES

Do the individual activity with the entire group. Make sure mathematics textbooks are available so that the students can find some of the more common math symbols. Have one of the more artistic students make a chart with the symbols to hang up in the classroom. (A list of the more common symbols is found in the related vocabulary.)

Put the common symbols on flashcards. (Put the symbol on one side and the meaning on the other.) Have the students practice in pairs.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
simple present tense yes/no questions wh-questions	symbols for male (♂), female (♀), symbols for plus (+), minus (-), times (x or by), divided by (÷), greater than (>), less than (<), not equal to (≠), square root (√), degree (°), minute ('), second ("), at or approximately (@), percent (%), number (#), foot ('), inches ("), copyright (©), ampersand (&), asterisk (*)	*ESL Miscellany*, page 243 textbooks found in the classroom signs in the environment mathematics textbooks

OBJECTIVE

R 1.1.2 Recognize the meaning of common symbols found in reading materials *(continued)*.

EVALUATION OF OBJECTIVE

The teacher gives the students a matching worksheet. In Column A the common symbols are listed. In Column B the equivalent written meanings. The students match the items in Column A to Column B with 80% accuracy.

OVERVIEW

COMPETENCY

W 1.0 Take notes and or summarize information from written or oral sources.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to understand rapid, spoken English with some difficulty; identify the main points in spoken and written English; basic knowledge of simple abbreviations that aid in note-taking.

OBJECTIVES

The student will

W 1.1 Take notes from a variety of written and oral sources (e.g., telephone messages, pre-recorded telephone messages, directions, short video or audio tapes, and classroom lectures where applicable, etc.).

W 1.2 Write a summary based on written materials or information from an oral source.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Summarize information found in a citizenship text or other content area materials.
2. Take notes on doctor's, supervisor's, or teacher's instructions.
3. Take notes on simple classroom lectures (either by instructor or from video or audio tape).

COMPETENCY ASSESSMENT

1. The instructor reads a short newspaper article (or some other relevant written material). The student takes notes on the oral presentation. Then the student is given an article (or a related one) to read by him/herself. The student writes a summary of the written material. These tasks are completed with 80% accuracy.
2. The student takes notes from an audio or videotape, and then uses his/her notes to complete a short comprehension check on the material (true/false, fill-in-the blank, etc.). Following this, the student reads an article related to the video/audio tape, and writes a short summary (one paragraph). This is done with 80% accuracy.
3. If available, have the student listen to a recording of a famous speech (John F. Kennedy, Martin Luther King, etc.) and take notes. Then give the student the written version of the speech, to write a summary from. This should be done with 80% accuracy.

COMPETENCY

W 1.0 Take notes and/or summarize information from written or oral sources.

OBJECTIVE

W 1.1 Take notes from a variety of written and oral sources (e.g., telephone messages, pre-recorded telephone messages, directions, short video or audio tapes, and classroom lectures where applicable, etc.).

INDIVIDUAL ACTIVITIES

The teacher explains note-taking to the student and introduces some abbreviations to make note-taking easier. After the topic is introduced,the student listens to a tape and takes notes. The teacher checks the notes and gives suggestions for improvement. (It is best to begin this as a guided listening activity. Introduce the vocabulary first. Have the student then read some questions designed to focus his/her thoughts. The first exercise could be finishing sentences from the tape. When s/he becomes comfortable with each step, eliminate information until the student can take notes without too much guidance.)

GROUP ACTIVITIES

Do the individual activity with the entire group.

Give simple instructions and dictations in class, and have students take notes on them. Items containing numbers, dates, direction, time, and measurements are especially helpful for students.

Taking notes:
Have students practice note-taking skills on the following:

1. Short lectures on citizenship, jobs, occupations, American culture, etc.
2. Short, taped programs from TV or radio. (National Public Radio has short news and interview programs that are ideal for this).
3. Visit local government meetings.
4. Have students interview Americans about their views on selected topics.
5. Use commercially-prepared tapes and books written to help students improve their note-taking skills.
6. Have the students call pre-recorded telephone numbers and take notes on information.

OBJECTIVE

W 1.1 Take notes from a variety of written and oral sources (e.g., telephone messages, pre-recorded telephone messages, directions, short video or audio tapes, and classroom lectures where applicable, etc.) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses including the conditional clauses: adverb, noun, and adjective gerunds infinitives passive voice	common abbreviations and useful symbols: st. no., =, #, nec., pop., in., ft., yd., e.g., $., %., " ", lb., qt., etc. dictate, take notes, lecture, main points, important points, nouns, verbs, statistics, dates, names of places and people content words, structure words, (e.g., prepositions and articles) which should not be written by the student when taking notes	*Listening Contours* *Improving Aural Comprehension* *Listening Tasks* *Interview* *Listening and Note-Taking* *Questions and Answers About American Citizenship* *Federal Textbook on Citizenship*

EVALUATION OF OBJECTIVE

The student listens to a tape with a short spoken section and takes notes with 80% accuracy. (The tape should contain information from a content area that is being studied in class, e.g., a supervisor leaving directions for an employee, or directions on how to complete a task.

COMPETENCY

W 1.0 Take notes and/or summarize information from written or oral sources.

OBJECTIVE

W 1.2 Write a summary based on written materials or information from an oral source.

INDIVIDUAL ACTIVITIES

The student is given reading material or an appropriate audio or video tape to listen to. S/he writes a short summary on the material presented.

GROUP ACTIVITIES

Summarizing: Use citizenship materials to practice summarizing. Explain what summarizing (shortened, simplified rewording) is, and then let students practice on documents such as:

the preamble to the Charter of the UN
The Gettysburg Address
Martin Luther King's Speech at the Lincoln Memorial
the 18th and 23rd Amendments from a simplified constitution
the Emancipation Proclamation

Bring in newspaper articles, brochures, or other reading materials. Let the students read the information and then take notes. (The note-taking could be in the form of clusters, outlines, or lists.) The students can also work in groups to take notes once the reading of the material is completed. Next have the students make complete sentences from their notes and organize them into a summary. Finally have the students eliminate any unnecessary information. (This can be done by taking out adjectives and words that don't add a lot to the basic facts presented.) Give the students a word count for their summaries so that they understand that the summary is shorter than the original piece.

To practice summaries from oral sources, have the students listen to appropriate audio or video tapes, make notes and then write short summaries of the presentation. Good sources for audio material might be broadcasts from NPR radio, 20/20 or 60 Minutes. (Doing a cloze procedure on the oral material might be a necessary first step before asking the students to summarize. Also giving a comprehension check will help the students to understand the information before beginning a summary.)

OBJECTIVE

W 1.2 Write a summary based on written materials or information from an oral source *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses including the conditional clauses: adverb, noun and adjective gerunds infinitives passive voice	notes, abbreviations, summarizing, brief, key words, unnecessary words, adjectives, headlines, titles, combine, cluster, outline, facts, information, organize, details, shorten, concise	*Real Writing* *Comp One* *Becoming a Writer* *Reading, Thinking, and Writing* *Questions and Answers about American Citizenship* *Federal Textbook on Citizenship* *America: Past and Present* *The American Dream* newspaper articles, brochures

EVALUATION OF OBJECTIVE

The student is given an article to read and writes a summary of the article in 50 words with 80% accuracy.

SKILLS EXPANSION

Role-Play:
As a class, simplify the charges brought against King George II in the Declaration of Independence, and have each class member memorize 2 or 3 of them. The students stand and make their charges while another student (with the best English skills) pretends to be recording secretary. His/her job is to summarize the charges, and read them back to the class.

El Norte:
Have the students summarize a movie like El Norte. Many students can relate to this movie on a deep level because the two main characters are illegal aliens that have come to the north for a better life. Their struggles are the same struggles many students have gone through or are currently going through. Considerable discussion evolves from a movie like this and it is enjoyable for the students to try to summarize something they are very interested in. The summary should probably be broken up into several sections as the movie is divided into three parts.

OVERVIEW

COMPETENCY

W 2.0 Write a brief letter or message related to school, work, family, etc.

PREREQUISITE SKILLS/KNOWLEDGE

Understand formal and informal types of letters (e.g., an informal message, an informal letter to a friend, a formal letter to request information or register a complaint, etc.); ability to write clear sentences; summarize necessary information; familiarity with proper paragraph format; brainstorming or outlining procedures; abbreviations associated with letters; understand rewriting and editing procedures.

OBJECTIVES

The student will

W 2.1 Write an informal message or letter for an appropriate circumstance.

W 2.2 Write a brief formal letter or note for an appropriate circumstance (e.g., thank you, complaint, request for information, a note to arrange for a conference).

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write a thank-you letter to the teacher or a caseworker at a community service organization for helping his/her child.
2. Write to a pen pal or friend in another area.
3. Write a letter to request forms or additional information from the INS.
4. Write a letter of complaint to a company about a product that doesn't work.
5. Write a letter to an insurance company giving information about an accident, robbery, etc.

COMPETENCY ASSESSMENT

1. The student role-plays an accident (car or personal injury), robbery etc. in class. Assign different roles to the students including policeman and insurance investigator. After the role-play, have the student write a letter to the insurance company giving important about the accident (time, place, date, circumstances, and other important information). Later the student should write an informal letter to a friend or relative describing the accident briefly. This should be done with 80% accuracy. (Other topics can be also used.)
2. The student writes both a formal and informal invitation (or other announcement or message) with 80% accuracy.

COMPETENCY

W 2.0 Write a brief letter of message related to school, work, family, etc.

OBJECTIVE

W 2.1 Write an informal message or letter for an appropriate circumstance.

INDIVIDUAL ACTIVITIES

Have the student write informal messages and letters in a journal to you or the tutor.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Set up pen pals in or outside the class for students to write to.

Set up a secret pal situation for the students and have them write to their secret pals for a specified length of time. Reveal the secret pals at a party or get-together.

Have the students select a hero from their short readings. Th students take on the hero's role for a short while and write an informal letter to their family or a friend describing his/her life and the difficulties and triumphs at the moment.

Collect postcards from various sources. Have the students send the postcard with a brief note to a friend or family member in another area.

Prepare a map of your area. Give pairs of students a map of the local area and have them identify various places on the map as well as things to do in the area. Next have the students write to a friend of family member and invite them to come and visit. The student must mention some of the local areas of interest in his/her letter.

OBJECTIVE

W 2.1 Write an informal message or letter for an appropriate circumstance *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses transition words passive voice prepositions adverb clauses gerunds and infinitives conjunctions reflexive voice modals	Dear. . ., I have been here for. . ., I just moved to a new. . ., I'm going to school at. . ., I just got a job. . . Mary (or other name), Can you come to my house. . . Name , Thanks for helping me. . . Having a great time. . ., I really enjoy the. . . Wish you were here. See you soon. Miss you. Love, As ever, Always Let me know when. . .	*A Writing Book* *The Write Stuff, Writing for a Purpose* *Real Writing* *Questions and Answers about American Citizenship* *Federal Textbook on Citizenship* *Write Now!* *Intermediate Composition Practice* *Reading, Thinking, and Writing* *Composition Through Pictures* postcards tourist maps

EVALUATION OF OBJECTIVE

The student writes an informal letter or message to a real or fictitious person with 80% effectiveness.

COMPETENCY

W 2.0 Write a brief letter of message related to school, work, family, etc.

OBJECTIVE

W 2.2 Write a brief formal letter or note for an appropriate circumstance (e.g., thank-you, complaint, request for information, a note to arrange for a conference)

INDIVIDUAL ACTIVITIES

Explain the group activities and then have the student do them individually.

GROUP ACTIVITIES

Bring in a list of government agencies, businesses, etc. that sends out free information. Have the students write brief, formal letters requesting information.

Have the students fill out an accident report form on a fictitious accident and write an insurance company with the details.

Have the students write short, formal notes to arrange for conferences, early dismissal, apology, permission to do something, absence/late notes, housing complaints, thank-you notes, and cancellation or postponement notices. (This can follow role playing in the classroom or actual situations so that the students have something concrete to write about.)

Have the students write short formal business letters to cancel a subscription, make a complaint about billing to a public agency, or return a catalog purchase.

After the students study a famous American hero have them write a letter "for" him or her because s/he is "too busy".

Examples:

- Washington at Valley Forge trying to raise money
- A letter from the company that made the Liberty Bell about the crack in the bell
- A letter from Secretary Seward to the Russians about buying Alaska
- A letter from Jefferson Davis to Gen. Lee suggesting a surrender
- An invitation to the Boston Tea Party

OBJECTIVE

W 2.2 Write a brief formal letter or note for an appropriate circumstance (e.g., thank-you, complaint, request for information, a note to arrange for a conference) *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
all appropriate tenses transition words passive voice prepositions adverb clauses gerunds and infinitives conjunctions reflexive pronouns modals	Dear Mr., Mrs., Ms., Sir, To Whom it May Concern Sincerely, Yours truly, Sincerely yours Thank you for remembering. . . Sorry, I'm sorry to. . . I can't, won't be able to. . .because of I hope we can. . . Please do something about. . . I appreciate your. . . Abbreviations: Attn., Co., Dept., Corp., pg., etc. receive, purchase, enclosed, under separate cover, cancel, subscription, not satisfied, refund, item, immediate attention	*A Writing Book* *The Write Stuff, Writing for a Purpose* *Real Writing* *Questions and Answers about American Citizenship* *Federal Textbook on Citizenship* *Write Now!* *Intermediate Composition Practice* *Reading, Thinking, and Writing* *Composition Through Pictures*

EVALUATION OF OBJECTIVE

The student is given a situation in which s/he must respond with a short formal business note or letter. (Situations taken from the above group activities are appropriate.) The student writes a formal, short, business letter or note with 80% accuracy.

SKILLS EXPANSION

Form Letters: Business Communications textbooks or ESL textbooks such as *A Writing Book* contain form letters for a wide variety of purposes: invitations, requests for information, scheduling meetings and appointments, etc. These can be easily adapted for personal uses. They also contain "prompts" where all the necessary information (time, date, reason) has been included.

Writing: Practice writing telegrams and announcements with your students. Birth, death, engagement, wedding, and anniversary announcements are common. The students should also practice writing invitations to weddings and to other formal situations and then write the appropriate response.

OBJECTIVE

W 2.2 Write a brief formal letter or note for an appropriate circumstance (e.g., thank-you, complaint, request for information, a note to arrange for a conference) *(continued)*.

CULTURAL ORIENTATION

In many countries, the private citizen is at a disadvantage in disputes with business, and business will usually prevail. Make sure the students realize that there is somewhat of a balance in the U.S. and that disputes are generally settled on the facts.

Students often do not know how to make the appropriate cultural response to a birthday, wedding, death, etc. Sometimes they choose inappropriate cards because they do not understand the wording or the occasion. They also do not know the symbols of an event or holiday; thus a person may receive a birthday gift wrapped in wedding paper because it is pretty. At other times, they do not know how to express regrets. These aspects of American culture should be explained the students.

OVERVIEW

COMPETENCY

W 3.0 Write personal/employment background information using forms, resumes, and letters.

PREREQUISITE SKILLS/KNOWLEDGE

Able to give oral information about personal history or background formally or informally

OBJECTIVES

The student

W 3.1 Write personal background information formally in a business letter or informally in a personal letter.

W 3.2 Write employment or pertinent personal background on a form or in a resume.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Fill out a form for employment, immigration, or school that has essay questions about previous background.
2. Write a simple resume for employment purposes.
3. Write a simple business letter stating background qualifications for a job.

COMPETENCY ASSESSMENT

1. The student writes an appropriate personal history for a given purpose (e.g., resume for a job, essay for a class, etc.) with 80% effectiveness.
2. The student fills out a form containing either objective or subjective questions about his/her personal background with 80% accuracy.

COMPETENCY

W 3.0 Write personal/employment background information using forms, resumes, and letters.

OBJECTIVE

W 3.1 Write personal background information formally in a business letter or informally in a personal letter.

INDIVIDUAL ACTIVITIES

a. Give the student a business letter containing a sample outline of a personal background as it applies to a specific job. Let the student choose a job to apply for and change the elements of the letter to make it fit the student. Make sure the student understands the formal business format and language.
b. Have the student write a letter to a pen pal and introduce him/herself.
c. Underline the parts of the letter that are too formal or informal. Compare the two letters.

GROUP ACTIVITIES

Put an outline of a formal business letter on an overhead transparency. As a group, write a letter. The letter can contain imaginary background information or can actually be about one of the students in class. Check for the appropriate formality as the students work together on the letter.

Assign students to write to each other and informally tell their classmates about their personal background. This can be done in class or as a pen pal project. (Make sure to pair students who don't know each other very well.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: present, present continuous, past, past perfect, past continuous, , conditional passive voice clauses: adverb, adjective, noun comparatives superlatives yes/no questions wh-questions modals: ability, advice, necessity	Dear Sir:, . . . person, To whom it May Concern Sincerely, Very truly, Yours business, formal, informal, formal salutation, heading, closing, body of the letter indent, block style, date, line	*Writing by Doing* *A Writing Book: English in Every day Life* *The Write Stuff: Writing For a Purpose* sample business letters containing background information related to applying for a job overhead transparency business letter forms to show the business format

OBJECTIVE

W 3.1 Write personal background information formally in a business letter or informally in a personal letter *(continued)*.

EVALUATION OF OBJECTIVE

The student writes to a prospective employer outlining his/her background as it applies to the job. The student also writes to a friend. Both the employer and the friend can be imaginary. This should be done with 80% effectiveness.

SKILLS EXPANSION

Have the students choose someone they would like to interview and write a news story about the person. Have the students publish it themselves in a newsletter using a word processor.

CULTURAL ORIENTATION

Make sure the students understand how to write addresses correctly. Very often they don't realize that the line the address goes on is different from the city, state and zip code. If the person the student is writing to has a complicated title in a department of a large company or state/federal agency, the address can be difficult to write. Give them practice in this area.

COMPETENCY

W 3.0 Write personal/employment background information using forms, resumes, and letters.

OBJECTIVE

W 3.2 Write employment or pertinent personal background on a form or resume.

INDIVIDUAL ACTIVITIES

Give the student forms to complete. Assign the student to a tutor if the forms are complicated. Have the student complete a blank resume in preparation for a job. If there is a computer or typewriter available, and the student can use a keyboard, have him/her type the resume.

GROUP ACTIVITIES

Give the students a variety of forms to fill out for various purposes (e.g., employment related, insurance, immigration, school, financial, etc.). Do the forms in class and check for accuracy. (Have the students compare the information required on a form to the information given in a resume.)

Copy a blank resume on an overhead projector. As a group, fill out the resume. The students can choose a fictional person to write about or choose a member of the group. Give the students a sample resume to study. In groups, have them isolate the important elements in the resume. (The teacher acts as the secretary and writes the information on the board.) Give each student a resume form to fill out. Have them do it in class where they can be monitored and ask questions if necessary.

Have each student write a resume. If there is volunteer help available, have the resumes typed and published in a booklet. Encourage the students to type their own if they can. This project can also give them valuable experience with a word processor or typewriter. (This task will take some time to complete so plan it in sections.)

OBJECTIVE

W 3.2 Write employment or pertinent personal background on a form or resume *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, present perfect, past, past continuous, past perfect imperatives modals: ability, necessity wh-questions yes/no questions	job, occupation objective, goal statement headings organization educational background employment background statements which begin: Supervised 10 men . . . , Designed a program . . . degree duty, responsibility references skills experience references available on request title	*Building Real Life English Skills* *Filling Out Forms* *Writing by Doing* *A Writing Book: English in Everyday Life* *The Write Stuff: Writing For a Purpose* sample resumes outlines of resumes overhead projector typewriter or computer with word processing program

EVALUATION OF OBJECTIVE

The student successfully completes a form or writes a resume with 80% accuracy.

SKILLS EXPANSION

The resume writing should be a part of an employment unit and teamed with Speaking Competency #2 and Reading Competency #2.

OVERVIEW

COMPETENCY

W 4.0 Produce compound and complex sentences, including unreal conditions.

PREREQUISITE SKILLS/KNOWLEDGE

Understand the uses of nouns, verbs, adjectives, and adverbs; understand formal and informal register

OBJECTIVES

The student will

W 4.1 Write and punctuate compound and complex sentences correctly.

W 4.2 Use the conditional tense in writing compound and complex sentences correctly.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write directions for making something (a food dish, a toy, an on-the-job application).
2. Write a description of background, place of residence, former country, jobs, etc.
3. Write a business letter to ask for employment, return goods, express satisfaction or dissatisfaction, or state an opinion.
4. Summarize historical events studied in the process of obtaining naturalization.

COMPETENCY ASSESSMENT

1. The student writes a paragraph for a business letter and uses compound and complex sentences with 80% accuracy.
2. The student writes an opinion essay regarding some aspect of citizenship. The essay contains complex and compound sentences with correct punctuation. The student also employs appropriate use of the conditional tense with 80% accuracy.

COMPETENCY

W 4.0 Produce compound and complex sentences, including unreal conditions.

OBJECTIVE

W 4.1 Write and punctuate compound and complex sentences correctly.

INDIVIDUAL ACTIVITIES

Give the student separate sentences to combine.
For example:
Lincoln was assassinated by John Wilkes Booth.
Kennedy was assassinated by Lee Harvey Oswald.
(combine using "and")

Lincoln was assassinated by John Wilkes Booth.
F.D. Roosevelt died of natural causes.
(combine using "but")

Do the same for complex sentences. Finally give the student sentences to combine using the conditional tense. The conditional tense is the most difficult, so work on this last. Show the student the punctuation as the sentence combining proceeds.

NOTE:
Many students have trouble combining cause/effect statements. They may need extensive practice with words such as "because," "consequently," "so," and "therefore."

GROUP ACTIVITIES

Use the individual activity with the entire group. The students, however, can work in pairs to combine the sentences. (Make sure the students understand the rules for the use of verb tenses, especially in complex sentences. For example, in the sentence: "I will mow the lawn when the rain stops," they need to know that future is not used in the "when" clause.)

Have the students write a paper stating their opinions about a topic. For example, they could compare and contrast the government of their native country to that of the U.S. Select sentences that have been incorrectly combined. Type the sentences and in pairs let the students rewrite them correctly.

OBJECTIVE

W 4.1 Write and punctuate compound and complex sentences correctly *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, past continuous, past perfect, present perfect, present perfect continuous, future conjunctions clauses: noun, adjective and adverb modals passive and active voice	time clause main clause after, before, when,because, while,when, so but, and	*From Writing to Composing* *The Write Stuff: Shaping Sentences* *Real Writing* *Sentence Combining* *Understanding and Using English Grammar* *The Federal Textbook on Citizenship* history books for historical facts (for sentence combining)

EVALUATION OF OBJECTIVE

The teacher gives the student a topic to write about. The paper must contain complex and compound sentences correctly written and punctuated. This should be done with 80% accuracy. (The teacher could even provide a list of conjunctions and clause markers to be used.)

COMPETENCY

W 4.0 Produce compound and complex sentences, including unreal conditions.

OBJECTIVE

W 4.2 Use the conditional tense in writing compound and complex sentences correctly.

INDIVIDUAL ACTIVITIES

After the student is somewhat comfortable using the conditional tense, have him/her write a paper on an interesting topic. If citizenship is being studied, pose a question like, "What would you do if you were the President of the U.S. for a week?" (The papers do not have to be as difficult as the topic might suggest. For example, a student might write, "I would give everyone free health care" or "I would lower taxes.")

GROUP ACTIVITIES

Do the individual activity with the entire group. Let the students brainstorm topic questions like the one mentioned above. Put the topic sentences in a hat. Let the students choose one topic sentence from the hat to write about. Have them share their papers with each other by reading aloud or passing the papers around.

Using a "Story Square" from *Fluency Squares*, have the students as a group go through the speaking activity. Next, let them practice writing the complex and compound sentences and use them in the conditional, as the text calls for. Students often become very involved because the stories are interesting and they have to ask many questions to find out what the story is all about.

Have the students write sentences on a simple topic such as: "If I were at home in my country, I would . . . " (The sentences could be put into the form of a jazz chant or poem. In Graham's book *Jazz Chants*, there are two jazz chants using conditionals written on the same topic as suggested above - - "Would You Walk to China?" and "Sand.")

OBJECTIVE

W 4.2 Use the conditional tense in writing compound and complex sentences correctly *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
conditional tenses and clauses other tenses as appropriate modals: present and perfect	if clause result clause true/untrue were wish hope contrary to fact as if/though	*Jazz Chants*, pages 37 and 45 *Fluency Squares* *Sentence Combination* *Understanding and Using English Grammar* *The Federal Textbook on Citizenship* history textbooks for historical facts (for making topic sentences)

EVALUATION OF OBJECTIVE

The student correctly uses the conditional in compound or complex sentences with 80% accuracy.

SKILLS EXPANSION

The conditional tense is very closely tied to reading competency #9 (making predictions). Refer to the activities in that section for more ideas.

The students need a lot of practice with the conditional. *Expressways* provides exercises with the conditional in everyday speech patterns. They can further apply it by writing dialogs and sharing them with each other.

NOTE: Students will be quite confused by the fact that the past tense form is used for present conditional and the past perfect form is used for past conditional.

OVERVIEW

COMPETENCY

W 5.0 Learn to take a written test.

PREREQUISITE SKILLS/KNOWLEDGE

Understand yes/no, wh-questions; ability to respond to yes/no and information questions orally; ability to follow written instructions independently.

OBJECTIVE

The student will

W 5.1 Complete a test in writing.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Take an employment-related test.
2. Take the naturalization examination.
3. Take a test to enter vocational, college or other types of training.
4. Take an examination in the classroom.

COMPETENCY ASSESSMENT

1. The student completes a test with objective and essay sections in appropriate subject areas (e.g., life skills, job, citizenship, etc.) with 80% accuracy.

COMPETENCY

W 5.0 Learn to take a written test.

OBJECTIVE

W 5.1 Complete a test in writing.

INDIVIDUAL ACTIVITIES

Have the student work through a self-study course that contains tests which are objective as well as essay. Give the student a standardized test, if possible.

GROUP ACTIVITIES

Give the students a topic to study. If they are studying the *Federal Textbook on Citizenship*, base all the questions on the material studied. Use the questions at the end of the chapters as examples for different types of subjective and objective questions.

Objective Test

1. Ask true/false questions
2. Ask multiple choice questions
3. Ask matching questions

Essay Exam

Introduce vocabulary used in essay-type questions

1. discuss
2. compare and contrast
3. explain
4. summarize
5. illustrate
6. state

Collect student samples of good answers to essay-type questions. Put them on an overhead to show the group. Have the group write an answer to the same question on the overhead first. Next show the overhead of the model answer and let students compare the elements in their answers with the model on the overhead.

Get tests or books that prepare students for standardized tests to allow them to work on computerized answer sheets.

OBJECTIVE

W 5.1 Complete a test in writing *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
wh-questions yes/no questions tenses: simple present, present continuous, past, past continuous, past perfect, future modals: possibility, ability, advice, necessity imperatives	direction words: follow, match, find the correct, fill in, work carefully, item, section, information, completion, time limit, error, key words, wild guessing, blackening a space, number 2 pencil, practice test sheets, answer sheets, standardized test, objective test, subjective test	*The Write Stuff: Test and Essay Writing* *Essential Life Skills Series* *LABEL* (example of citizenship test) *Building Real Life English Skills* *Study Skills for Students of English as a Second Language* *Federal Textbook on Citizenship* samples of computerized answer sheets for standardized tests sample questions overhead projector

EVALUATION OF OBJECTIVE

The teacher gives the students a test on familiar information that contains both objective and subjective questions. The students should complete this with 80% accuracy.

CULTURAL ORIENTATION

Tests are very stressful. Students from some cultures know how to take tests well while others have had no experience at all. Some students come from a culture where a test or series of tests can determine their future direction in school. Many students will try to memorize as much information as possible but will be unable to apply it in a meaningful way on the test. They need to practice taking tests which require them to use their analytical abilities. It also is important for them to learn how to use their time wisely while taking a test. If the test measures quantity, spending a long time on an answer one doesn't know is very foolish. Also, make sure that students can read and follow directions. Sometimes they make mistakes because they don't read the questions thoroughly or don't understand what to do.

OVERVIEW

COMPETENCY

W 6.0 Write a simple paragraph with a topic sentence.

PREREQUISITE SKILLS/KNOWLEDGE

Able to write simple, complex and compound sentences; some knowledge of main idea and supporting details in paragraph structure; knowledge of formal and informal language in writing; able to punctuate correctly

OBJECTIVE

The student will

W 6.1 Write a simple paragraph based on a topic sentence.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Write a paragraph about personal background and history.
2. Write a paragraph in a daily journal.
3. Write a paragraph related to obtaining citizenship papers.
4. Write a paragraph in an essay test.
5. Write a paragraph in a personal or business letter.

COMPETENCY ASSESSMENT

1. The student receives topic sentences on a subject s/he is familiar with and chooses a topic from the list. The student writes a paragraph using appropriate supporting details with 80% accuracy. (The topics can be chosen from life-skills, employment, or citizenship areas.)
2. The student writes a topic sentence about his/her background and then continues to write the rest of the paragraph using appropriate supporting details with 80% accuracy.

COMPETENCY

W 6.0 Write simple paragraph with topic sentence.

OBJECTIVE

W 6.1 Write a simple paragraph based on a topic sentence.

INDIVIDUAL ACTIVITIES

Make sure the student understands what a main idea is and what supporting details are. (Check reading competency #3.) Give the student topic sentences and other sentences which are merely supporting details. Allow the student to study the sentences and try to decide which sentences are topic sentences and which ones are supporting details. Next let the student list details under the topic sentences. Have the student write a paragraph based on the topic sentence and details. This activity can be repeated several times.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Group Work:

1. Give the group a topic to brainstorm on the blackboard or overhead projector.
2. The teacher acts as the secretary and writes the information down in a cluster map. This allows both the topic and details to be presented in a pictorial manner (The topics can be from any area: health, citizenship, cultural adjustment, jobs, etc.).
3. Let each student develop his/her own topic sentence from the cluster map.
4. Choose one of the topic sentences and develop it further with the entire group.
5. Limit the supporting details and bring them together in paragraph form with the students supplying the words and ideas. Let them do most of the work. Make suggestions when necessary, but let them share the experience together.
6. Finally each student writes his/her own paragraph from the topic sentence s/he developed.

(After the students understand how to brainstorm, they can do it individually or in pairs to develop topic sentences and the necessary supporting details. If a student after some practice has trouble mapping, let him/her outline. It's more linear, but some students prefer that approach.)

Allow the students to free-write on a topic. Next they should go back through the writing to find an appropriate topic sentence or create a new one based on ideas in their free-writing. Tell them the topic sentence is the sentence that tells the reader what the rest of the sentences are about. Finally they should use a that topic sentence to rewrite the piece.

OBJECTIVE

W 6.1 Write a simple paragraph based on a topic sentence *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present, present continuous, past, past continuous, present perfect, present perfect continuous, future, past perfect gerunds infinitives passive voice clauses: adverb, adjective, noun modals: all forms wh-questions yes/no questions singular and plural: noun, pronoun and subject-verb agreement conjunctions conditionals	topic sentence main idea supporting details fact, opinion final, rough draft rewrite, revise brainstorm, cluster map journals, free-writing visualize descriptive	*Writing by Doing* *Paragraph Development: A Guide for Students of English as a Second Language* *The Process of Paragraph Writing* *Writing the Natural Way* *The Write Stuff: Putting It in Paragraphs*

EVALUATION OF OBJECTIVE

The teacher gives the students a selection of topic sentences. The student chooses a topic sentence, and writes a paragraph using supporting details. This should be done with 80% accuracy.

OBJECTIVE

W 6.1 Write a simple paragraph based on a topic sentence *(continued)*.

SKILLS EXPANSION

Let the students publish their own writing in a newsletter using a word processor. Many students feel proud about seeing their writing look professional.

Sentence combining activities can help students with the more technical problems of writing.

Share your own written work with the students. They will enjoy hearing from the teacher.

CULTURAL ORIENTATION

A student needs to be taught how to write with the logic patterns of English. The way paragraphs are organized in English is not necessarily the way they are organized in other languages. Teaching a student to write from a topic sentence and to add supporting detail is crucial to learning appropriate paragraph style in English. It is also necessary to have him/her write different types of paragraphs at the upper levels (persuasive, informative, descriptive and narrative). Writing persuasive paragraphs may be difficult for some students if they come from a culture where disagreeing with a teacher is not allowed. The student may not want to take a stand because s/he would be afraid of offending the teacher.

OVERVIEW

COMPETENCY

W 7.0 Use knowledge of prefixes, suffixes, roots, and basic parts of speech (i.e., word families) to increase active vocabulary.

PREREQUISITE SKILLS/KNOWLEDGE

Know how to use the dictionary,;recognition of how word forms are used structurally in English; know the common roots, suffixes and prefixes of in English.

OBJECTIVE

The student will

W 7.1 Appropriately use prefixes, suffixes, roots and basic parts of speech of vocabulary words in writing.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use writing vocabulary from citizenship materials to complete essays, short papers, and written test items.
2. Use writing vocabulary from classroom materials to expand and write own material.
3. Use writing vocabulary from newspaper, news magazines, etc. to write summaries about current events.
4. Use writing vocabulary from any familiar life-skills area to write a presentation.

COMPETENCY ASSESSMENT

1. The student identifies the roots, prefixes and suffixes from a list of words. S/he finds related words and uses them in sentences of his/her own. The student also identifies the various parts of speech of a word and then uses the different forms correctly in his/her own sentences with 80% accuracy.
2. The student correctly uses words with roots, prefixes, suffixes and varying parts of speech in an essay concerning some aspect of citizenship (or other topic area) with 80% accuracy.

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COMPETENCY

W 7.0 Use knowledge of prefixes, suffixes, roots, and basic parts of speech (i.e., word families) to increase active vocabulary.

OBJECTIVE

W 7.1 Appropriately use prefixes, suffixes, roots and basic parts of speech of vocabulary words in writing.

INDIVIDUAL ACTIVITIES

Give the student a list of root words with common prefixes and suffixes from the *Federal Textbook on Citizenship* (see reading competency #6). The student uses the words in sentences of his/her own. Next have the student select some words from the reading material. Have him/her make a word family if possible from the words selected. Then s/he writes some sentences with the word forms. The student can list the various related word forms on index cards and add them to his/her index file with the roots, suffixes and prefixes. (The list of root words does not necessarily have to be related to citizenship if other topic areas such as employment, health, community services, business, etc. are being taught instead.)

GROUP ACTIVITIES

Small group work:

1. Give each of the students in the group some roots, prefixes and suffixes written on cards.
   For example:
   root -- dict
   suffix -- ation
   prefix -- pre
   suffix -- ocracy
   root -- demo
   root -- auto
   suffix -- mobile
2. Let the students match the cards together to make new words.
3. Then as a group, the students write sentences with the new words.
4. Type the sentences, and allow the student groups to share with each other.

These words are based on citizenship materials from the *Federal Textbook on Citizenship*. Words from other topic areas can be used as well. Make sure the students have dictionaries to check the words and how they are to be used.

OBJECTIVE

W 7.1 Appropriately use prefixes, suffixes, roots and basic parts of speech of vocabulary words in writing *(continued)*.

GROUP ACTIVITIES *(continued)*

Pair work:
1. Give each pair a chart with some words written on it.
For example:

	noun	verb	adjective	adverb
1.	base			
2.		relate		
3.			important	
4.				gradually

2. As pairs, the students find the related words and fill in the blanks. (Note: Not all the blanks have to be filled in. Sometimes there is no word form for a certain category. Sometimes there are more verb or noun forms for certain words.
3. The pair writes a short paper using the words from their chart. It is not necessary for them to use all the words.
4. Copy the charts for the entire class, so the students can put them into their vocabulary workbooks. Also copy the better papers for the notebooks.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
adverbs, comparatives adjectives, comparatives and superlatives nouns, especially plurals verbs yes/no questions wh-questions tenses: present, present continuous, past, past continuous, present perfect, present perfect continuous, future passive voice clauses: noun, adverb, adjective conjunctions modals: advice, possibility, necessity	words related to citizenship from Latin and Greek roots (See the list from reading competency #6.) words related to other topic areas coming from Latin and Greek roots words with prefixes and suffixes word families parts of speech noun adjective verb adverb	*Study Skills for Students of English as a Second Language* *25 Strategies* *Contemporary Vocabulary* *Insights and Ideas* *Contact U.S.A.* *ESL Miscellany* *Federal Textbook on Citizenship* cards with roots, prefixes and suffixes on them charts for word family exercise index file and vocabulary notebooks

OBJECTIVE

W 7.1 Appropriately use prefixes, suffixes, roots and basic parts of speech of vocabulary words in writing *(continued)*.

EVALUATION OF OBJECTIVE

The teacher supplies the students with a list of words containing roots, prefixes, and suffixes they have been studying in class. The students use the words to fill in the blanks of a worksheet based on the cloze procedure with 80% accuracy. The students should also make sure to provide the correct part of speech in the blank.

OVERVIEW

COMPETENCY

W 8.0 Apply knowledge of basic spelling rules.

PREREQUISITE SKILLS/KNOWLEDGE

Knowledge of the basic sound/symbol correspondence of English; knowledge of common prefixes, suffixes, and roots in English, ability to apply the spelling rules at Level 2, Writing Competency 5 (the rules about adding suffixes to a word with a silent *e*, a final *y*, and doubling the final consonant)

OBJECTIVES

The student will

W 8.1 Apply basic spelling rules
- a. *i* before *e*, except after c, or when sounded like *a*, as in "neighbor" and "weigh"
- b. change the final *f* to a *v* when making plurals (e.g., "wife," "wives")
- c. verbs that end in - ie change to - *y* when the suffix - ing is added (e.g., "die," "dying")

W 8.2 Identify and correctly spell common homonyms.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Correctly spell words on forms
2. Correctly spell words in business correspondence
3. Correctly spell words in notes
4. Correctly spell words as necessary on the job
5. Correctly spell words in essay tests or other writing pertaining to citizenship

COMPETENCY ASSESSMENT

1. The student receives a piece of written material. S/he checks the material for misspellings and corrects it according to the spelling rules with 80% accuracy. The words could also come from a list of commonly misspelled words that do not follow usual rules.
2. The student corrects the spelling of his/her own written material after it has been marked by the teacher with 80% accuracy.

COMPETENCY

W 8.0 Apply basic spelling rules.

OBJECTIVE

W 8.1 Apply basic spelling rules
- a. *i* before *e*, except after *c*, or when sounded like *a*, as in "neighbor" and "weigh"
- b. change the final *f* to a *v* when making plurals (e.g., "wife," "wives")
- c. verbs that end in - ie change to - *y* when the suffix - ing is added (e.g., "die," "dying")

INDIVIDUAL ACTIVITIES

Give the student a book on spelling (see the Materials/Resources section). Let the student work through the material at his/her own pace. Check the workbook to give the student needed support. Have the student check his/her own work for misspellings and apply the rules studied where applicable. If there is a computer available, have the student play Wheel of Fortune or use other software which is appropriate for spelling practice.

GROUP ACTIVITIES

Make a list of spelling words from student writings. Give them the list every week. Have them apply the rules when they can, and at the same time have them also make a list of words that do not follow the rules. (It's useful to give them a list of commonly misspelled words to study.)

Review the six (this number can vary) most common rules in spelling. (Common rules are the ones likely to work most of the time. Many rules are actually given, but sometimes the rules are more complicated than the actual spelling of the word.) Six helpful rules are:

1. ie - ei words
2. words ending in *y*
3. words ending in silent *e*
4. the doubling rule
5. words ending in *c*
6. how to form the plurals in English

Break the class into groups. Give each group some reading materials: dictionaries, a large piece of newsprint and one of the above spelling rules. Have them find words from the reading materials (e.g., *The Federal Textbook on Citizenship*) or a dictionary that their rule applies to and write the rule and the words on the newsprint. Hang the papers on the wall and let each group share notes with each other.

OBJECTIVE

W 8.1 Apply basic spelling rules
- a. *i* before *e*, except after *c*, or when sounded like *a*, as in "neighbor" "and" "weigh"
- b. change the final *f* to a *v* when making plurals (e.g., "wife," "wives")
- c. verbs that end in - ie change to - *y* when the suffix - ing is added (e.g., "die," "dying") *(continued).*

GROUP ACTIVITIES *(continued).*

Have a spelling bee with words from a designated topic area.

Play Hangman (call it Wheel of Fortune).

From the lists of words the students found in group activity #1, make a word list. Give each student a list of words and some squared paper (1 cm. is best). Let each student make his/her own crossword on the centimeter paper. The student that uses the most words wins the competition. (The students who finish quickly could then write clues for the words in their puzzle for extra practice.)

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
main parts of speech: nouns, verbs, adjectives, adverbs, articles, prepositions yes/no questions simple statements wh-questions plurals	rules exception to the rule consonants vowels doubling hard and soft sound drop syllable precede, follow suffix, prefix plurals, third person singular	*Play and Practice* *Spelling* *Dr. Spello* *ESL Miscellany* *The Federal Textbook on Citizenship* graph paper with 1 cm. squares spelling lists

EVALUATION OF OBJECTIVE

The teacher dictates a list of words students have been studying in their spelling lessons. The students should spell the words with 80% accuracy.

NOTES: Be sure to check on reading competency #6 and writing competency #7 dealing with roots, suffixes and prefixes. Both these competencies are related to this competency.
It would be appropriate at this time to work with students on how to break a word at the end of a line. Give them a list of rules and then have them practice breaking the words.

COMPETENCY

W 8.0 Apply knowledge of basic spelling rules.

OBJECTIVE

W 8.2 Identify and correctly spell common homonyms.

INDIVIDUAL ACTIVITIES

Give the student a list of common homonyms and the differences in their meanings. Provide some sentences for them to put the homonyms in. The materials/resources section lists some books where this type of activity is available.

GROUP ACTIVITIES

Pair activity:
Divide the class into pairs and give each pair a list of homonyms. Student A works on one homonym while student B works on the other.

For example: Student A has "their" and student B has "there"

Each student finds or writes an example of the homonym. The two people in each pair compare their homonyms.

As the students find common homonyms in their reading and writing, have them keep a list. The list can be in their notebooks, or on a large piece of newsprint for the whole class to see and add to on a regular basis.

Give the students a list of common homonyms and challenge them to write a paper using as many of them as correctly as possible. The person with the most homonyms used correctly gets his/her paper published for the class.

OBJECTIVE

W 8.2 Identify and correctly spell common homonyms *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
main parts of speech yes/no questions wh-questions possessives	homonyms or homophones form meaning mistaken misspelling possessives	*Spelling* *Writing by Doing* *Practice Spelling* lists of homonyms newsprint

EVALUATION OF OBJECTIVE

The students are given a worksheet with a list of common homonyms. The homonyms are followed by sentences with blank spaces. The students choose the correct homonym for each sentence with 80% accuracy.

OVERVIEW

COMPETENCY

C 1.0 Keep a running total of expenditures.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to add, subtract, divide, and multiply; understand how to make a basic budget; able to read a pay stub, check, receipt, etc.

OBJECTIVES

The student will

C 1.1 Balance a list of expenditures with personal income.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Record personal checks and bank deposits, and reconcile the amounts.
2. Keep important tax records.
3. Keep a record of credit card purchases and interest charged.

COMPETENCY ASSESSMENT

1. The student is given an imaginary job, pay check, and bank account. The student records purchases, payments, and deposits and reconciles their figures and the bank amount with 80% accuracy.

COMPETENCY

C 1.0 Keep a running total of expenditures.

OBJECTIVE

C 1.1 Balance a list of expenditures with personal income.

INDIVIDUAL ACTIVITIES

Explain the group activities and let the student work independently.

GROUP ACTIVITIES

Keeping Track:

1. Photocopy blank check register pages.
2. Write several stories about a character who is doing his/her shopping for the week and paying his/her monthly bills.
3. Include the amounts paid for each item on each bill.
4. Make sure to include the beginning balance in the story.
5. As the students read the story, have them deduct the amount of exch check that the character writes.
6. Include a voided check, and another check that the character didn't record in the check register but thinks s/he knows what it was for.
7. Have one story include such items as the monthly check charge, an overdraft charge, and a deposit the the character forgets about. Another story line might include a character on a car trip with hotel bills, ferry charges, toll roads, food, etc.

Write stories in which the expenses connected to work are focused on: gasoline, chipping in for a birthday present, going to lunch meetings, buying work clothes, day-care expenses, etc.

Put the students into groups of three or four and have them become roommates. They should decide on jobs and how much each gets paid. They need to break up the expenses fairly. They can use the newspaper ads to find jobs, furniture, and housing. When they have made these decisions, give them their expenses--heat, cable TV, gas, electricity, phone, water, etc. Have them pay the bills according to the arrangements they have made in the group.

Have students share their experiences about how much it costs to a) own a car, b) raise children, c) pay for medical expenses, d) feed a family, e) buy clothes, etc.

OBJECTIVE

C 1.1 Balance a list of expenditures with personal income *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
present, past and future tenses modals conjunctions pronouns	overdraft, charge, voided check, union dues, check charge, chipping in, deposit, charity, estimating, figuring, word problems, math terms: plus, minus, add, subtract	*Basic Banking Operations* (includes stories, blank checks, and registers) *Managing Your Money* (includes stories, transparencies, and paychecks that can be duplicated, budgets, checking accounts, etc.) *Consumer Math* *Mathtactics* *Math Language* *Decimals and Percents* *Solving Word Problems* *Understanding Word Problems* *Estimation*

EVALUATION OF OBJECTIVES

The student is given a word problem involving a budget. S/he must check the expenditures against the personal income and decide if the budget is correct or not. This is done with 80% accuracy.

SKILLS EXPANSION

County Commissioner Meeting: Let some students (3-5) volunteer to be city or county commissioners. They have to decide where the tax money will be spent. Will they pave roads, hire more police, improve the sewer system, build a new park? Give them a reasonable sum, and let them decide how they will spend it. Establish special interest groups in the audience who lobby for more police, more parks, etc.

OVERVIEW

COMPETENCY

C 2.0 Understand terms for decimals, fractions, and percentages.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to add, subtract, divide, and multiply; understand the vocabulary of working with decimals, fractions, and percentages as well as everyday situations where these are applied

OBJECTIVES

The student will

C 2.1 Use the correct terms with decimals, fractions, and percentages.

POSSIBLE LIFE SKILLS APPLICATIONS

1. Use the correct terms in figuring credit card interest rates.
2. Read the decimals used at gasoline pumps.
3. Use fractions when giving a recipe, measuring a room for carpet or paint, determining the space in a house, etc.

COMPETENCY ASSESSMENT

1. The student writes a list of fractions, decimals and percentages, as dictated by the instructor, with 80% accuracy.
2. The student is asked to bring in some examples of percentages, decimals, and fractions. S/he shares the examples with the instructor and other students with 80% accuracy.

COMPETENCY

C 2.0 Understand terms for decimals, fractions, and percentages.

OBJECTIVE

C 2.1 Use the correct terms with decimals, fractions, and percentages.

INDIVIDUAL ACTIVITIES

Give the student worksheets to practice decimals, fractions, or percentages. Ask the student to do the figuring and then explain the problem.

GROUP ACTIVITIES

Divide the class into two teams. A member of each team goes to the board with a coach if desired. Call out a decimal, fraction or percentage and the first student to write it gets a point for his/her team.
Examples: two tenths, 68 percent, five-eights, forty-four one-hundredths, etc.

Reverse the procedures so that the students write out the decimal, fraction or percentage while you write on the board 56%, 34.91, 9/16, etc.

Have the students convert what you write another form.
Example: Teacher writes 50%.
The students write 1/2, 5/10 or .5.

Bring in advertisements with sales listed. Have the students figure out the savings on various products and then share them with each other.

Take a field trip to the store. Have the students compare prices and write down pertinent information in notebooks. When they come back to class, let them work in groups to find out what savings they have found. (For example: Is it really cheaper to buy the bigger size, when the smaller size is on the sale? How much of a difference is there between a sale item and a generic item?)

Give them worksheets of word problems involving percents, fractions, and decimals.

OBJECTIVE

C 2.1 Use the correct terms with decimals, fractions, and percentages *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
present, past or future tense ordinal and cardinal numbers prepositions	decimal, percentage, fractions, numbers ending in -ths	*Managing Your Money* *Stepping Out* (authentic material that can be duplicated) *Working with Numbers* *Consumer Math* *Mathematics in Daily Living*

EVALUATION OF OBJECTIVES

The student is given problems with fractions, decimals, and percents. The student reads the problems and solves them with 80% accuracy.

OVERVIEW

COMPETENCY

C 3.0 Understand and use the American measuring system (including temperature), and do simple calculations of volume, area, etc.

PREREQUISITE SKILLS/KNOWLEDGE

Ability to read and follow written directions (e.g., a recipe); ability to multiply, add, subtract and divide

OBJECTIVES

The student will

C 3.1 Extract information from a thermometer (Fahrenheit and Centigrade), scale, liquid/dry measure, ruler, etc.

C 3.2 Measure a place, object, or person accurately.

C 3.3 Calculate volume, area, perimeter, circumference, etc. as needed

POSSIBLE LIFE SKILLS APPLICATIONS

1. Measure a room, building, deck, picture frame, or person's height.
2. Use a scale to determine the weight of ingredients in a recipe or a person's weight.
3. Use distance to figure how many miles per gallon a vehicle can travel and how much it will cost to fill the tank.
4. Use a map scale to determine the distance between two points.
5. Use a liquid or dry measure to complete a recipe; measure pesticide, herbicide, or medicine.
6. Read a thermometer to give the temperature inside or outside a building, in a refrigerator, etc.
7. Extract information from a blueprint.

OVERVIEW *(continued)*

COMPETENCY ASSESSMENT

1. The student is given several problems which involve measuring or reading the temperature. The student uses the correct measuring tool, measures the item(s), and solves the problem with the correct calculation. This is done with 80% accuracy.
2. The student uses his/her measurement skills to solve a real-life problem. For example, if the student had to buy paint for the house, he/she would measure the room/building and figure out the amount of paint to buy, with 80% accuracy. This can be done for other topic areas such as cooking or traveling.

COMPETENCY

C 3.0 Understand and use the American measuring system (including temperature), and do simple calculations of volume area, etc.

OBJECTIVE

C3.1 Extract information from a thermometer (Fahrenheit and Centigrade), scale, liquid/dry measure, ruler, etc.

INDIVIDUAL ACTIVITIES

Bring in various thermometers, scales, liquid/dry measures and rulers for the student to read. Have the student read them and complete appropriate workbook pages or teacher-made materials.

GROUP ACTIVITIES

Do the individual activity with the entire group. When the students are reading scales, thermometers, make sure they complete equivalency worksheets.

e.g., 1 foot (ft. or ') =12 _____
36 inches (in. or ") = 1 _____

OBJECTIVE

C3.1 Extract information from a thermometer (Fahrenheit and Centigrade), scale, liquid/dry measure, ruler, etc *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present and present continuous wh-questions yes/no questions passive voice clauses: noun, adjective, adverb modals	foot, feet inch, inches yard, yards mile, miles meter, millimeter, centimeters, kilometers pound ton kilogram, gram ounce pint cup, quart gallon liter, milliliter minute, second, hour day, week, year Fahrenheit, Celsius temperature, degree acre	*Consumer Math* *Number Power* *Spectrum Mathematics* orange and yellow books *ESL Miscellany* scales, thermometers, rulers, liquid/dry measures

EVALUATION OF OBJECTIVE

The teacher gives the students thermometers, scales, liquid/dry measures and rulers. They read them with 80% accuracy.

SKILLS EXPANSION

Be sure to introduce the abbreviations along with the correct mathematical terminology. Give the students a matching exercise involving the longer terms and the abbreviations. Also, look back to Reading Competency #11 for the common symbols used with these mathematical terms.

COMPETENCY

C 3.0 Understand and use the American measuring system (including temperature), and do simple calculations of volume area, etc.

OBJECTIVE

C 3.2 Measure a place, object, or person accurately.

INDIVIDUAL ACTIVITIES

Give the student some items or a list of items to be measured and the proper tool to measure with. The student measures the items and writes down the measurements.

GROUP ACTIVITIES

Do the individual activity with the entire group.

Have a measuring contest. Divide the student into pairs or groups of three. Give each a list of items, places, or people to measure. Reward the pair or group that finishes the fastest.

Have the students measure items around their homes or apartments, and record the measurements as home work. The next day in class, compare the measurements. Find out which student has the biggest kitchen, the smallest window, the heaviest potato, the tallest flower, the biggest tomato, watermelon, etc.

Have the students read maps and use the map scale to determine distance between locations.

Have the students follow a recipe and measure the ingredients accurately.

Have the students practice measuring herbicides and pesticides into a spray container. (Do not really use pesticides or herbicides in class. Use water, but have the students actually do the measuring.)

OBJECTIVE

C 3.2 Measure a place, thing, or person accurately *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present and continuous present wh-questions yes/no questions comparative and superlative form of adjectives, adverbs passive voice clauses: noun, adjective, adverb modals	longer than, the longest, bigger than, the biggest, etc. The _____ is 5 feet (') 10 inches (") tall It's 5' x 10'. It's 25 miles from here to Seattle. It's 25 degrees (Celsius). It's 85 degrees (Fahrenheit). One inch equals 25 miles. I need 3 cups of flour, 1 tsp. of baking powder, 2 tbs. of butter, and 1/3 cup of milk for these cookies. Mix 2 fluid ounces to 4 gallons of water. Use 2 parts water and 2 parts mixture. long, high, deep, wide	*Consumer Math* *Number Power* *Spectrum Mathematics*, orange and yellow books *ESL Miscellany* scales maps sprayer used for applying pesticides or herbicides a recipe and ingredients thermometers, rulers, liquid/dry measures a list of items to be measured

EVALUATION OF OBJECTIVE

The students are given lists of items to measure. They measure them using the correct measurement tool with 80% accuracy.

COMPETENCY

C 3.0 Understand and use the American measuring system (including temperature), and do simple calculations of volume area, etc.

OBJECTIVE

C 3.3 Calculate volume, area, perimeter, circumference, etc. as needed.

INDIVIDUAL ACTIVITIES

Have the student complete worksheets with computations involving temperature and measurement.

GROUP ACTIVITIES

Do the individual activity with the entire group. Afterwards put the students in pairs to check their answers. Give the students a list of items to be measured and then give them problems to complete with the measurements. (The list could be given to a small group to do together, but make sure the work is divided evenly.)

e.g., Measure the classroom. Find the area in case the school decides to replace the carpet.

Measure the students. What is the average height?

Who's the tallest member of class? Who's the shortest?

If we want to build a fence around the building, how much lumber will we have to buy?

There is a hole in the yard. How big is it? How many yards of dirt will have to bought to fill it up?

We are going to paint the room. How much paint will we have to buy?

I'm going to plant a garden. I want four rows of corn, 24 feet each. I have to put each plant six inches apart. How many plants will I have to buy?

I'm going to apply this fertilizer to my lawn. How many square feet is it? How much fertilizer will I have to apply?

This recipe is too large for my family. I'm going to have to cut it in half. What will the measurements be?

OBJECTIVE

C 3.3 Calculate volume, area, perimeter, circumference, etc. as needed *(continued)*.

STRUCTURES	RELATED VOCABULARY	MATERIALS/RESOURCES
tenses: simple present and continuous present, past wh-questions yes/no questions comparative and superlative form of adjectives, adverbs -passive voice clauses: noun, adjective, adverb modals	The area of this garden/house/room/lot is . . . I need 100 boards to build a fence around this . . .area, perimeter, volume, circumference multiply, add, subtract, divide, plus, minus, times pi square feet, inches height, depth, width, length	*Consumer Math* *Number Power* *Spectrum Mathematics* (orange and yellow books) *ESL Miscellany* a recipe thermometers, rulers, liquid/dry measures a list of items to be measured and problems to accompany

EVALUATION OF OBJECTIVE

The student is given problems involving calculation using measurement (e.g., volume, area, perimeter, etc.). The student completes the problems with 80% accuracy.

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